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ABSTRACT

This handbook is intended to provide local school personnel, teachers, and parents with guidelines for developing a partnership for improved programs. It is divided into seven sections. Section 1 discusses the range of concepts in school-community partnerships. This section, as well as the next two sections, includes rating scales, worksheets, and items for discussion. Section 2 presents models for group involvement, and models for program development are discussed in section 3. The next section contains examples of forms to be used in monitoring and evaluation of the program. Selected references are listed in section 5, and section 6 is an example of a test to measure behavior of persons in groups. The final section describes the processes a change agent must complete to effect innovation. (RC)

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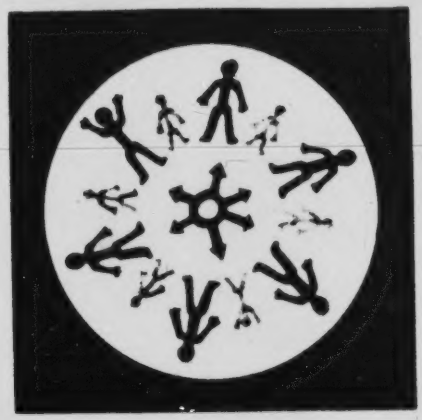

AN INTRODUCTORY HANDBOOK

FOR DEVELOPING

COMMUNITY AND SCHOOL PARTNERSHIP

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by:

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July, 1975

SP009 473

INTRODUCTION

This handbook is intended to provide local school personnel, teachers, and parents with some guidelines for developing a partnership for improved program. The materials described here result from four years of workshops, evaluations, and development programs. The basic rationale for the open partnership notion is best described in a forthcoming book by Charlotte Ryan.

We hope the materials are clear, discrete, and easily usable.

AN INTRODUCTORY HANDBOOK FOR DEVELOPING COMMUNITY AND SCHOOL PARTNERSHIP

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SECTION ONE

1. CONCEPTS

One of the first steps in developing any relationships between schools and community which can lead to program improvement is to examine the varying concept of community involvement held by all parties. The examination should be as comprehensive as possible without becoming abstract. There are three basic approaches one can take to clarifying and specifying the range of concepts in the group:

(1) Bring in an expert to provide the definition

(2) Develop goals and objectives agreements from existing listings

(3) Develop agree and disagree statements

A. Existing Experts

(1) Experts in development of school and community programs have positions about schools, communities, and most importantly about organizational change. This means that not only does one have to examine what ideas the expert has about:

- SCHOOLS
- COMMUNITY
- CHANGE

and how the expert proposes to have these influenced by People: Teachers, Parents, Students, etc.

(2) One way to do this is to ask the expert to prepare a one or two page description of his or her ideas. The group then analyzes this description in a simple direct manner asking.

1. What is the concept presented?
2. How is the concept applied in a school or community?

(3) The following is an Example of an expert paper and a one page analysis of the expert paper from a local point of view. The most important document is the analysis document (Attachment A). The amount of similarity of visions, values, and approaches between the expert and the local group is crucial for a useful working definition to develop.

EXAMPLE A

January 4, 1975

I. EXPERT POSITION: BUILDING THE SCHOOL-COMMUNITY PARTNERSHIP

by: Charlotte Ryan

A partnership implies equality. It implies the sharing of concern, or risks, and of benefits. In a School-Community Partnership, parents, teachers, administrators, students, and other citizens bring together their concerns and their varied expertise, to address the needs of education in colleagueship.

There have been various partnership practices in the history of schools, mainly when both schools and communities were smaller than they are now. Several factors in today's society suggest a particular need for school-community partnerships at this time. School costs have increased to the point of deep community concern. The relevance to students' future lives of much educational practice and curriculum has come into question. Students wish to be accepted into adulthood earlier than the end of schooling. Unrest and alienation among various groups have raised concerns about existing relationships and educational needs. All in all, the whole responsibility of education and providing for education has been seen to be bigger than the institution called the school; it is seen appropriately to involve all who are concerned with children and young people.

Building a school-community partnership depends on people working together as individuals, successfully. The process in which a group of individuals produce substantive results and lasting agreement depends on respect between members, so that everybody feels free to put his best effort into the common enterprise, and therefore all interested segments of the population are encouraged to join. Open membership and equality of membership develop trust, bring out honest views, and result in cooperative action.

Partnership discussions should be literally open to all who are interested. Meetings of any size can be organized to give adequate voice to all present. Leadership in discussion is expected to pass from one to another according to subject matter and the needs of the group. None imposes or expects to impose his views on others; at the same time each shares information pertinent to the subject in hand, and expresses honestly both his views and his interests. Each expects the others to listen objectively.

Special skills are involved in building a partnership: patience in hearing what a colleague feels in addition to what he seems to be saying; willingness to explore the issues raised; willingness to begin "where people are" and patience to find out where that is; learning how to be both honest and lucid in expressing one's views. The attitude is: "I'll level with you on what I really thing, but I'll wait to hear what you thing, and maybe I'll change my mind. Anyway, we'll try to get together, because we both want what's good for kids."

Leadership in discussion takes many forms: asking pertinent questions to advance the discussion, introduction of new ideas, clarifying issues, testing ideas against data, elaborating ideas that others have suggested, summarizing what has been said or what still needs to be explored. Equally important is leadership which encourages and offers warmth to other members. Another kind of leadership visibly resists or tempers the occasional member who "pulls rank," magnifies unimportant details to exclude an important aspect of an issue, or expresses hostility.

Time pressures are the enemy of partnership deliberations. Where a deadline is inexorable, it may be taken into account by shaping the task accordingly, or by developing tentative schedules, but not allowed to bring about unsatisfactory solutions; for this destroys the collaborative base of the partnership.

No pressure, in fact, should be allowed to bring about consensus too readily. Lasting agreements are not arrived at through compromise made simply to avoid conflict, or by mechanisms such as majority vote or trade-off. It is not to be expected that some win and some lose. Disagreements are helpful in suggesting a wide range of alternative solutions and in providing needed information. Agreements too easily reached may not sustain the impact of reality because real situations have not been adequately studied. Final agreements should be acceptable to all members as fully explored and as most satisfactory of available solutions.

The objective of the partnership effort can be a very small part of the educational enterprise; but if honestly practiced the process itself will have good effect well beyond the program area involved. The climate will be favorable for another effort. Further, the habits of collaboration will carry into other activities. Thus the long-range effect of partnership goes well beyond success in the immediate venture. In this, partnership differs from adversary efforts in which immediate change is the objective.

Two other outcomes of school-community partnerships are significant. Breaking down walls between classrooms and community makes a vital difference in the education of children. The students and teachers who operate in the four-walled classroom, that is, in isolation, develop the conviction that other groups are unimportant, no matter what the subject matter of the curriculum says. They learn to be individualistic, competitive, and also prejudiced - because they have no opportunity to learn by experience how groups are interrelated and dependent on one another. So they grow up in isolation, and when they leave school they take their walls along with them.

On the other hand, building a school-community interaction in which the teacher and the administrator are active participants, as individuals, along with students and other citizens, helps the students understand how they relate to other parts of the society to which they belong. They develop cooperative skills, grow up with less suspicion, less competitiveness, less prejudice, and they are more inclined to take responsibility wherever they are because they have more trust in others as well as in themselves.

Finally, partnerships are perhaps the best means of fulfilling the need for educational accountability, in the sense of accounting for what schools are doing. Not only is it unproductive to discuss change without understanding what is currently done, but no one of us explains what he is doing without understanding it better himself and doing a better job afterward. It is accounting, further, that will not harm children by increasing pressures, nor emphasize the subject content that is most easily measured to the detriment of other content.

Characteristics of the Partnership Process

1. Open invitation to meet on identified concern

2. To set the climate, start from where we are:

   (a) Who are we? Why are we here?

   (b) Who is missing? Why are they important?

   (c) Do we include them before we start? How do we get them here?

3. Sharing views: clarification of purpose

   Exploration of goals, values, and assumptions about education, teaching, learning curriculum
   Clearing of definitions and vocabulary
   Tentative assessment of situation and needs
   Integration of the group begins.

4. Develop a plan for identifying and involving others who may be concerned. Analysis of all possible influences on the topic under discussion may help to identify others; all views should be involved in discussion. Establish an on going open invitation and determine how it is to be implemented. Plan for review and overlap of discussions for late entrants; emphasize importance of their participation.

5. Fact-finding

   Total group should be involved; task force organization is useful.
   Thorough research about a problem helps to avoid premature solutions.
   e.g. To what extent is the agency meeting the concern?
   What is the agency doing to meet the concern?
   What are other agencies doing or proposing to do?
   Evaluate information for accuracy, pertinence, credibility, newness, availability.
   Define problem in light of information: this is a risk point and collaborative skills are important; requires continuing recognition and concern for individuals; requires ingenuity in finding acceptable alternative statements.

6. Assessment of possible solutions

   Collect and screen alternative solutions proposed against originally defined needs.
   Reevaluate needs in light of subsequent information.
   Identify elements of possible acceptable solutions for integration into final solution; this is another risk point where patience and collaborative skills are important.

7. Final choices

   Here is where the long building of colleagueship and value exploration should pay off in smooth decision-making

8. Phase-out

   Important for emotional health after long sustained effort.
   Plans for follow-up and evaluation.

Notes

It is important not to hurry. Avoid letting pressures affect the process; rather, let it develop organically. Recognition of all views will keep it moving. Patience in helping people work through their problems and questions will pay off in reasonable decision-making. Organize to meet time pressures, without allowing such pressures to bring about premature decision. That is, arrange a postponement of a time deadline, or take a temporary measure, or a carefully limited measure, to avoid a final decision until appropriate.

Tension

- is sometimes useful in maintaining search for agreement.
- sometimes needs reduction for the moment.
- should not be allowed to bury problems that may hinder final solution.
- can be reduced by substituting statement-writing for confrontation.
- may be developed by exploration of personal feelings; this is not useful, as it tends to develop lower rather than higher motivation, but leaders must be aware of, respect, and deal with individual feelings.
- should not be allowed to create pressure for premature decisions.

Decisions are accomplished step by step:

- Points to be resolved are distinguished and taken in order, as that order is seen at any given point in the time sequence.
- Proposals are superimposed on previous agreements or proposals, as ideas and agreements grow in successive approximations of decision.
- Reality testing against previous or known disagreements is important for subsequent acceptance of group decisions.
- Final decision should be acceptable to all members as fully explored and most satisfactory of possible solutions.
- Unwillingness to come to action decision sometimes occurs: check for variety of interests represented; mixed group is best preventive of inaction.

II. ANALYSIS OF PAPER Building the School Community Partnership

What is the concept of a community school partnership?

1. an arrangement that makes it possible for parents, teachers, administrators, students and other community members to decide together what education programs will occur in their community.

2. an arrangement that addresses basic social and human needs for growth in understanding, mutual cooperation, and concern for the individual.

3. an arrangement that involves all groups in planning, financing, implementation and analysis of education programs.

   an arrangement that develops a working agreement among parties based on clarification of goals and assumptions, where all have agreed upon what the expected outcomes for each group are to be, and where the strategies to be used are outlined.

4. an arrangement that expands to include all who are involved in interested in or affected by the education program.

5. an arrangement where all groups share power and responsibility

6. an arrangement where all decision about the educational programs are made by the group including fiscal and staffing decisions.

7. an arrangement where all individuals and group agendas become part of the plan.

How does one develop a Partnership school?

1. Find at least two other persons who represent different groups involved in the education program who want to share in decisions about education programs for children at least a parent and a teacher should be included in the first group.

2. Spend some time clarifying goals and assumptions about education, teaching, learning, curriculu, programs.

3. Develop a plan for involving key others in the group. The plan should have a clear series of steps and alternative approaches.

4. Develop a plan to gather specific information about what the program is, what it could be, and identify the gaps. Be descriptive. Watch for emotional words.

5. Identify others who will support and advocate the new idea. Find out why they are willing to support you.

6. Identify some people who serve as bridges and communications between individuals and groups.

7. Identify others who will try out the idea with you or with another group.

8. Keep public records of agreements not disagreements.

ATTACHMENT A

Analysis of Expert Position

1. What is the concept presented?

2. How can it be applied in your community?

Steps that need to happen	Persons to be involved

3. Other comments

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2. Spend some time clarifying goals and assumptions about education, teaching, learning, curriculum programs. The agree-disagree exercise is helpful here.

3. Develop a plan for involving key others in the group. The plan should have a clear series of steps and alternative approaches.

4. Develop a plan to gather specific information about what the program is, what it could be, and identify the gaps. Be descriptive. Watch for emotional words.

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Draft
Partnership Task Group

Tentative Listing of Community School Partnership Materials

1) Concept Papers

Draft of "concept"
Draft of "how to get started"
Annotated Bibliographies

2) Descriptive Summaries

- Manchester (Mass.)
- Calais Community Classroom (VT)
- Westminster West Learning Center (VT)
- Barbour School (CT)
- Highland Park School (MA)
- Portsmouth/Little Harbour (NH)
- Shapleigh (ME)
- Colebrook (CT)
- Gloucester (MA)
- Renewal Sites (ME)

3) Slide tapes with group discussion guide

- Portsmouth
- Westminster West
- Colebrook
- Highland Park
- Barbour

4) Training Tools

- How to materials
- "Agree-Disagree"
- Consensus Exercise
- Significant other chart

5) Evaluation tools

- Role identification and Process Observer format

Draft
Partnership Task Group

Five day Training Program

Day I

am - Introduction to Concept

- Slide Tapes
- Case Studies
- Concept papers

pm - Discussion with practitioners

- community
- school
- university

INFORMATION

Day II

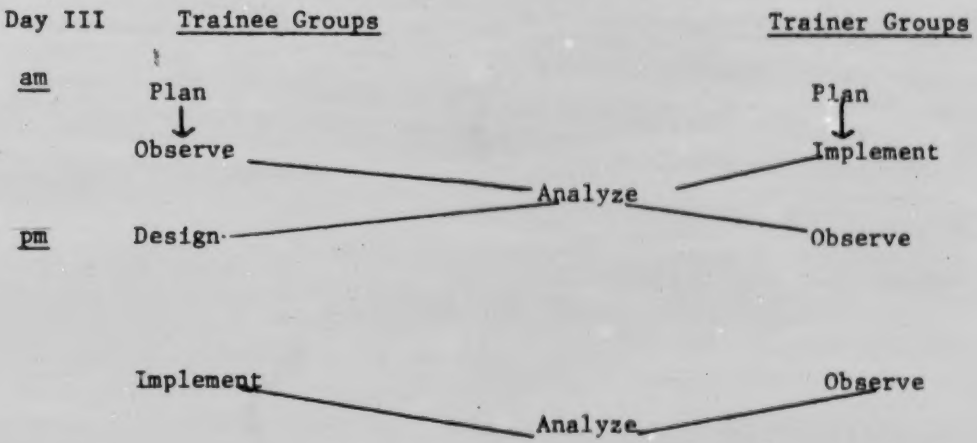
am - Procedures for Building a Team

- value agreement
- goal agreement
- design agreement
- involvement procedures
- record keeping procedures

TRAINING

pm -
(1) Analyis of Procedures
(2) Selection of Test topic for Partnership Development
(3) Beginning of Planning of Activities for Pilot Test

Day III



(1) Select Teams for Community Game
(2) Begin Group Development Activity

Day IV am Community Partnership Simulation

(Trainers and Trainees in Mixed Groups)

- requires inclusion, adoption, cooperation in designing, implementing, and evaluating a specific teaching and learning activity.

Day V am Review and Analysis of Community Partnership

(1) Process of Community Involvement
(2) Process of Program Development
(3) Information Collection, Analysis and Use

pm Evaluation of Training Program

(1) Group Feedback
(2) Written Analysis

B. Developing Goals and Objectives

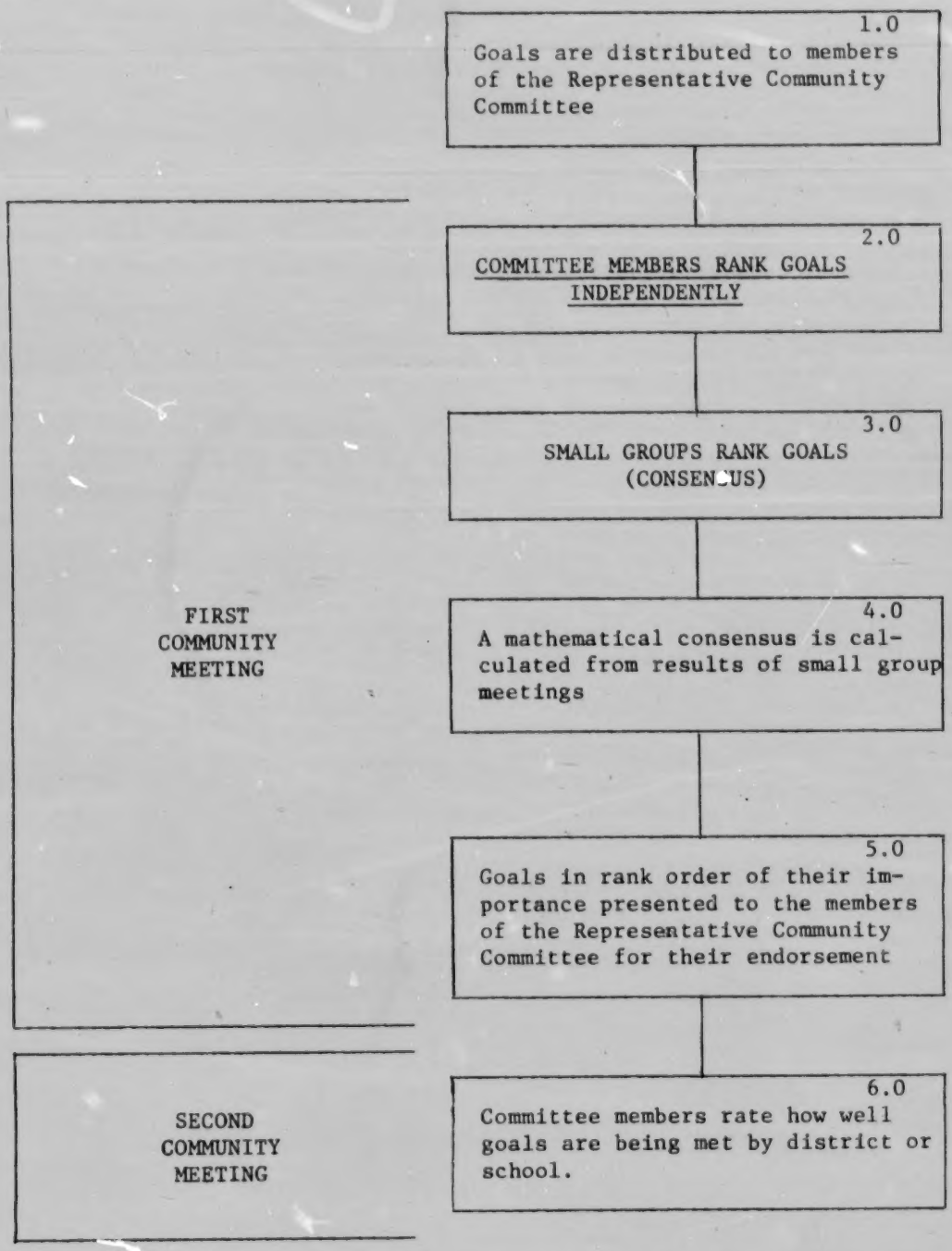
(1) Some of the most well developed programs for community involvement emphasize the development of agreement through ranking goals and objectives. Most approaches use existing listings developed by experts, from review of books, from existing policy statements of the school or school district, or from statements made by school and community members collected by experts from these persons. This approach tries to take advantage of research to date and scientific methodologies.

(2) The results of this approach is to provide general group consensus about the ideas for which schools are developed. This provides a context for examining the effect of ideas generated to get to these goals or objectives. The Concepts of the group are in fact clarified during the effort to agree on ranking goals and objectives.

(3) The goals and objectives approach depends on having process experts helping the group. Many groups expect to be told. The written goals and objectives statement are a neutral carrier wave which the group and the process helpers can arrange and analyze in terms of local conditions

Example B

GOAL RANKING-RATING STRATEGY


1.0
Goals are distributed to members of the Representative Community Committee
2.0
COMMITTEE MEMBERS RANK GOALS INDEPENDENTLY
3.0
SMALL GROUPS RANK GOALS (CONSENSUS)
4.0
A mathematical consensus is calculated from results of small group meetings
FIRST COMMUNITY MEETING
5.0
Goals in rank order of their importance presented to the members of the Representative Community Committee for their endorsement
6.0
Committee members rate how well goals are being met by district or school.
SECOND COMMUNITY MEETING

* (from Educational Goals and Objectives, Phi Delta Kappa, Bloomington, Indiana, 1974, p. 8, 9)

INDIVIDUAL GOAL RATING SHEET

INSTRUCTIONS: Place the total number of points (red discs) you gave to each of the goals on your Display Board in the blank space found next to each of the goals on this page.

GOALS	My Individual Score For Each Goal	(Optional) Our Small Group Score
Learn how to be a good citizen	_____	_____
Learn how to respect and get along with people who think, dress and act differently	_____	_____
Learn about and try to understand the changes that take place in the world	_____	_____
Develop skills in reading, writing, speaking, and listening	_____	_____
Understand and practice democratic ideas and ideals	_____	_____
Learn how to examine and use information	_____	_____
Understand and practice the skills of family living	_____	_____
Learn to respect and get along with people with whom we work and live	_____	_____
Develop skills to enter a specific field of work	_____	_____
Learn how to be a good manager of money, property and resources	_____	_____
Develop a desire for learning now and in the future	_____	_____
Learn how to use leisure time	_____	_____
Practice and understand the ideas of health and safety	_____	_____
Appreciate culture and beauty in the world	_____	_____
Gain information needed to make job selections	_____	_____
Develop pride in work and a feeling of self-worth	_____	_____
Develop good character and self-respect	_____	_____
Gain a general education	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Remember you will need this sheet for your small group meeting!

C. Agree and Disagree Statements

(1) Another approach to concept clarification and development assumes that the ideas and concepts of the group itself will develop in the process of seeking agreement. This approach emphasizes that the group itself must generate its concept of School, Community, Change and leave it somewhat to be developed.

(2) Agree-Disagree Statements are collected by the group from the ideas and positions that are alive in the group. All positions that anyone can think of are listed as assertions, even those that have no real champions. Having all positions collected is basic to this approach. Once positions have been stated, the group proceeds to break into small groups of four to six to discuss agreement or disagreement with the statements presented.

(3) To develop agree-disagree materials, you should:

(a) Have each member of the group wirte down all statements that they have heard people make about

- School
- Community
- How things get changed

(b) Put one statement at a time on a Board or Flip Chart going from person to person until all statements are on the Board.

(c) Put statements in agree-disagree form. Often this can be done between meetings and someone takes responsibility for duplicating the statements in the following format:

Title: Statements about _____.

The task is to agree or disagree with each statement, as a group. If the group cannot reach agreement or disagreement, the wording in any statement may be changed enough to allow agreement.

Key: "A" if you agree - "B" if you disagree

( ) 1. (statement)

( ) 2. (statement)

( ) 3. (Statement)

etc.

(d) Have small groups work on statements to reach agreement.

(e) Once the group has reached agreement on the way statements should read, have a general discussion of the statements.

(f) Prepare a one page summary statement including all the statements as amended. This document should be used to introduce new persons to the concepts of school, community, and change as developed by this group.

(g) Negotiate agreement statements with significant additions to group.

The following is an example of a series of statements developed for one group. That group tended to replace must verbs by should verbs. Other groups have added adverbs and adjuectives, such as most, often, etc.

EXAMPLE C.

I. AGREE-DISAGREE STATEMENTS ON SCHOOL AND COMMUNITY

The task is to agree or disagree with each statement, as a group. If your group cannot reach agreement or disagreement, you may change the wording in any statement enough to promote agreement. Complete the task in fifteen minutes.

Key: "A" if you agree -- "D" if you disagree

( ) 1. In the long run, what the public wants determines what the schools will do.

( ) 2. If grades are abandoned, we have no way to record the scholastic progress of a child.

( ) 3. Community participation is not a piece of cake. There will be conflict and controversy, but then democracy involves both cleavage and consensus.

( ) 4. School committees cannot share responsibilities for which decision is legally theirs.

( ) 5. Parents and teachers and administrators have separate concerns and must avoid possible conflict.

( ) 6. Alternative institutions offer no threat to existing institutions.

( ) 7. School operation is inhibited as much by fears of what the community will say as it is by actual disapproval.

( ) 8. (other)

(from Charlotte Ryan _____, to be published January, 1976)

II. SCHOOL-COMMUNITY COLLABORATION ROLES

Make individual choices first - then discuss as a group. Identify both agreements and points at issue.

---

1. School-community partnership groups

   (a) must serve established school goals

   (b) can develop new goals

   (c) can explore new educational ground

   (d) should be limited to accepted interests

2. School boards fulfill their legal responsibilities

   (a) by controlling decisions on all substantive issues

   (b) by deciding only broad policy issues

   (c) by reviewing for policy approval decisions taken at other levels; e.g., by principals, teachers, etc.

   (d) by accepting recommendations of broadly representative school-community groups

3. Superintendents

   (a) are responsible for fulfilling school board policies

   (b) are responsible for separating policy issues from administrative issues

   (c) should protect school administration prerogatives if, for instance, actions of principals differ with views of school board members

   (d) should take leadership in school-community collaboration

   (e) may use collaboration to address own problems

   (f) should allow school-community groups to develop varying leadership

   (g) should accept/guard against development of ad hoc interest groups

(h) are wise/unwise in making open invitations for expression of individual interests.

4. Teachers

(a) are wholly responsible for classroom curriculum

(b) can profitably discuss curriculum with each other/parents

(c) share responsibility for curriculum with administration/school board/community

(d) can utilize school-community collaboration to develop/improve curriculum

5. Collaboration

(a) can exist within the school community; e.g., between board and superintendent, administration and teachers, etc.

(b) can have little/significant effect on school support/curriculum

(c) must be based on legal or quasi-legal authorization

(d) can be developed on an ad hoc basis; i.e., any concern of any group.

6. Collaboration begins

(a) with people of like interests

(b) with willingness to share other people's concerns

(c) with interest in finding people with like concerns

(d) with a felt need about the school

(e) with willingness of people with different interests to talk together

(f) when mutual respect and trust are established

7. Collaboration requires (rank your choices)

(a) voluntary/directed participation of school people, community people, and students

(b) organization

(c) equal willingness to contribute

(d) surfacing of individual interests

(e) honest exchange of views

(f) willingness to continue discussions

(g) skills in listening, compromise, consensus

(h) sense of reality

(i) willingness to act

(j) respect between members

8. Collaboration is successful when (rank your choices)

(a) outcome meets initial expectations

(b) school people and community people have learned to talk with each other

(c) community support of schools is increased

(d) the level of trust is significantly raised

(e) participants feel education is improved

9. Other

(a)

(b)

(c)

(d)

10. Other

(a)

(b)

(c)

(d)

D. Summary

Whichever concept clarification and development approach is chosen, the group style an approach suggests will determine in large part the style a group will adopt. If community development in a given situation requires (1) objective analysis, the expert mode might be selected, (2) criteria setting, the goals and objectives mode might be selected, or (3) negotiation and consensus, the agree-disagree statement mode might be selected. Other modes are also available such as semantic differential, value clarification, needs identification, legal domain approaches. Each has its proponent. Our experience is that the three discussed here provide realistic community and school involvement within normal tolerances for time, intensity of involvement and degree of abstraction.

A successful articulation of a groups concept of Community Development should result in a functional definition, such as: Example D

EXAMPLE D

A FUNCTIONAL DEFINITION OF TEACHER CORPS COMMUNITY COMPONENTS

This functional definition of the Teacher Corps community component has been developed out of the experiences and activities of Teacher Corps projects. A wide variety of activities has been attempted in the various projects. This paper suggests the type of objectives and activities which have been effective in establishing community programs in a variety of projects in the network.

Since the characteristics and needs of various communities differ widely, the community program must reflect the needs and resources of the communities in which they function. There seem to be, however, a number of activities that are common to most effective community components.

1. INVOLVEMENT OF INTERNS, SCHOOL STAFF, AND COMMUNITY PEOPLE IN DEVELOPING SCHOOL-RELATED COMMUNITY PROGRAMMING.

   Activities for this objective include programs within school, mobile facilities, and school-related programs conducted at other community sites. Several programs see the involvement of school staff, community people, and interns as essential in the planning and implementation of these efforts, which may cover a wide range of activities, such as:

   a. Community Needs Assessment
   b. Community/School steering committees
   c. Tutoring in academic skills
   d. Cultural enrichment activities (field trips; ethnic heritage, etc.)
   e. Personal skills training (grooming, handling personal finances, etc.)
   f. Parent and Parent/student groups
   g. Recreational activities

2. UTILIZING THE COMMUNITY AS A TRAINING RESOURCE FOR INTERNS

One major focus of the community component is to enable the interns, through involvement in a variety of community activities to enhance their awarenesses of community processes. The community component assists interns in gaining access to communities, planning community programs, and integrating their community experiences into their own training process. The most effective projects assist in this integration by relating their interns' community activities to the university academic crediting system.

3. PROVIDING A SKILLS TRAINING RESOURCE FOR COMMUNITY PEOPLE

Most community components include some kind of training for community people who are involved in their programs. Such training can include leadership training, the training of para-professionals (such as teacher aides), parent training, and other types of training that may be suggested by specific needs and/or interests identified in the communities.

4. ASSISTING IN COMMUNITY DEVELOPMENT EFFORTS

Most community components work with existing resources, utilizing - in addition to schools - recreation facilities, multi-service agencies and neighborhood groups. to accomplish their objectives. Teacher Corps community activities often involve fund-raising objectives, and function with the assistance of a variety of community groups. In this manner, a community can assist in providing learning experiences for students and interns, while enabling students to finance other activities (such as field trips, etc.)

5. INCORPORATING COMMUNITY CONCERNS AND RESOURCES INTO THE UNIVERSITY TEACHER DEVELOPMENT PROCESS

The more effective community components are structured to impact the university-based training process, including community input into Teacher Corps policy development and program implementation.

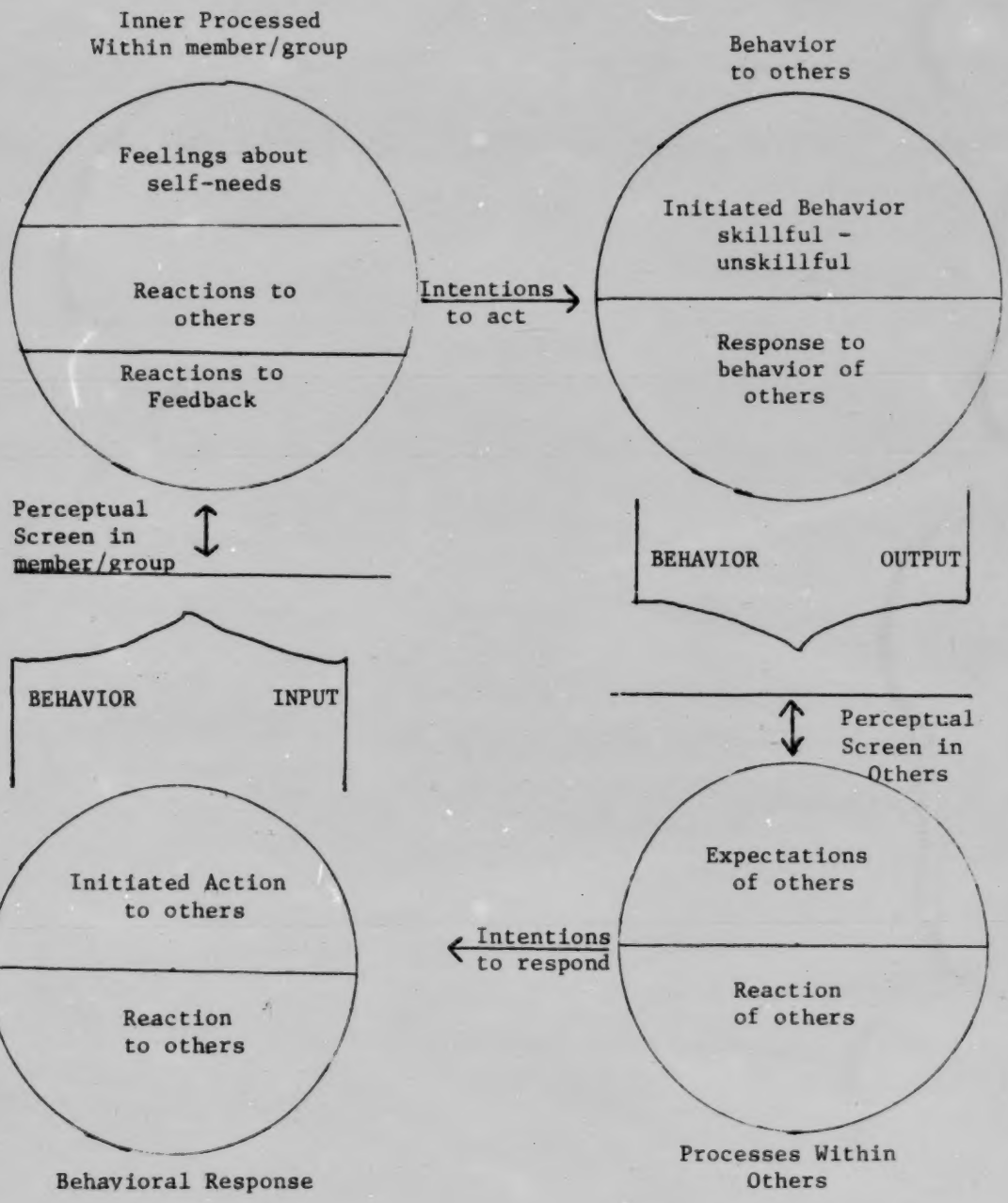
SECTION TWO

2. MODELS FOR GROUP INVOLVEMENT

Many models for Group Involvement have been developed. When persons from the community and the schools get together to improve programs, they tend to expect that they will operate with existing organizations and with formal written rules. That's how government is supposed to exist; that's how schools operate.

Those persons who have been involved in changing what happens in schools and in communities have found that group process is more complex than finding out the domain of each organization and the rules of the game. Newcomers sometimes see these group processes as politics. Often they are not. The process among parties has been usefully described as a Circular Process for Social Interaction.

THE CIRCULAR PROCESS OF SOCIAL INTERACTION



Reading Book: Laboratories for Human Relations Training, NTL, NEA, Washington, D. C., 1970.

As the cycle describes the perceptual screen in each person or group is the filter for knowing what are the motives and objectives of any behavior of an individual or group. Group development builds on recognition of this fact and the careful record of what is going on.

There are some known characteristics of what groups do to encourage growth or what groups do to limit growth. The following is a list developed through extensive recording of the groups in action.

Destroying Behaviors		Building Behaviors
Indoctrinate	⟷	Assist
Build yourself	⟷	Build others
Work for change for the sake of change	⟷	Work to improve present practice
Interfere with decision-making	⟷	Facilitate decision-making
Take public credit for unit success	⟷	Increase sense of accomplishment on part of all group members
Depreciate the position of leadership	⟷	Exhibit appreciation of challenges faced by unit leadership
Try to make the local unit after a stereotype unit	⟷	Exhibit realistic expectations for the unit
Block communications with killer phrases, loaded openings, etc.	⟷	Facilitate two-way communication by listening, feedback, skillful questioning

As you work to establish your unit as a productive group, you will want to continuously assess your behavior in terms of the above chart and practice employing those approaches that will enable you to help build the local unit. One way of doing this is to have individuals in the group rate themselves on the following scale periodically. You will note the scale reversal at the bottom of the page where need for recognition and closure are limited to role and group. These are the major need areas for group development.

RATING SCALE FOR INDIVIDUALS INVOLVED IN GROUP BUILDING

1. Cognitive

. understanding of "self" and impact of "self"	1 2 3 4 5 6 7
. ability to analyze complex situation	1 2 3 4 5 6 7
. ability to report objectively	1 2 3 4 5 6 7
. ability to develop alternatives	1 2 3 4 5 6 7

2. Affective

. attitude toward involving others	1 2 3 4 5 6 7
. attitude communicated to others	1 2 3 4 5 6 7
. attitude toward divergent values	1 2 3 4 5 6 7
. attitude toward divergent beliefs	1 2 3 4 5 6 7
. attitude toward change	1 2 3 4 5 6 7

3. Experience

. in political process	1 2 3 4 5 6 7
. in reporting, recording	1 2 3 4 5 6 7
. in planning and implementing a change effort	1 2 3 4 5 6 7
. in collecting and organizing objective information	1 2 3 4 5 6 7

4. Other

. Tolerance for ambiguity

- personal	1 2 3 4 5 6 7
- role	1 2 3 4 5 6 7
- organizational	1 2 3 4 5 6 7

. Need for recognition

- self	7 6 5 4 3 2 1
- role	1 2 3 4 5 6 7
- organization	7 6 5 4 3 2 1

. Need for closure (or task completion)

- self	7 6 5 4 3 2 1
- task	7 6 5 4 3 2 1
- group	1 2 3 4 5 6 7
- organization	7 6 5 4 3 2 1

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A major effort in group building is for individuals to emphasize those actions which have a positive aspect on group. This means one tends to limit non-functional actions such as Dominating, Nitpicking, and Expressing Hostility in the following list.

ACTIONS OF INDIVIDUALS IN GROUPS

Group Building and Maintenance Roles

1. Supports, encourages - attempts to offer warmth and support so that others will feel free to contribute; indicates understanding and acceptance of other points of view, ideas, and suggestions.

2. Reduces tension - attempts to reduce tension, when reduction needed, by humor or by steering conversation to safe ground.

3. Compromising - When own idea or status is involved in a conflict offering a compromise which yields status; admitting error; modifying in interest of group cohesion.

4. Initiates - introduces new ideas or procedures: tries to get movement started toward a goal.

Task Roles

5. Facilitates introduction of needed information - tries to communicate needed information; expresses and asks for opinions; reacts to suggestions by others.

6. Reality testing - making a critical analysis of an idea; testing an idea against some data; trying to see if the idea would work.

7. Clarifies issues - shows, or clarifies, the relations among various ideas and suggestions and how they relate to the task.

8. Elaborates - spells out suggestions in terms of examples or develops meanings; expands and adds to ideas.

9. Summarizing - Pulling together related ideas; restating suggestions; offering a decision or conclusion for group to consider.

Non-Functional Roles

10. Dominates group - tries to assert authority or superiority by manipulating other persons.

11. Nitpicks - tends to magnify insignificant details; overlooks significant aspects because of attention to minor details.

12. Expresses hostility - tries to deflate the status of others by expressing disapproval of their values, acts, or feelings.

Reading Book: Laboratories in Human Relations Training, NTL, NEA, Washington, D.C. 1970.

It is important to note, though, that direct, objective confrontation is a useful action in some cases. Confrontation is effective when it helps get a task done, not when it blocks.

Tips on How to Act in Groups

1. Avoid arguing for your own individual judgements. Approach the task on the basis of logic.
2. Avoid changing your mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat, at least.
3. Avoid "conflict-reducing" techniques such as majority vote, averaging, or trading in reaching your decision.
4. View differences of opinion as helpful rather than as a hindrance in decision making.

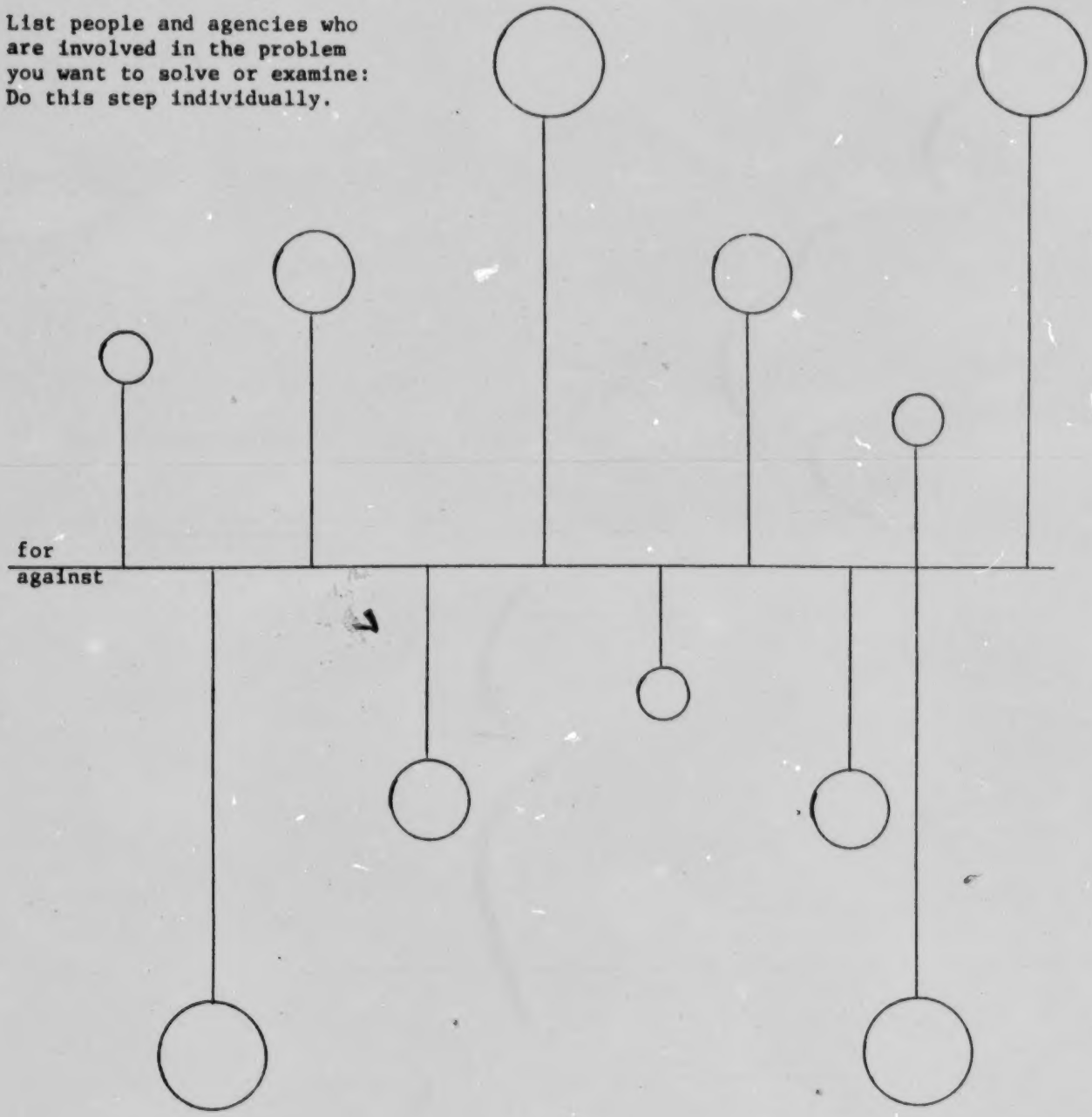
One technique for helping groups grow is to implement a Simple Survey of Reality outside the group as a group task. The basic steps of the survey are:

1. Assess reality
2. Analyze reality
3. Review and Evaluate Explanation of reality

The People Contact Tree exercise is one process for assessing reality outside the group. Later the activity can also be used to examine the reality of the group. Other similar group building exercises can be found in Human Relations Training Handbooks, University Press, Palo Alto, Calif. (1970-1975) A Test of Behavior of Persons in Groups is attached to this handbook as Section Six.

PEOPLE CONTACT TREE EXERCISE

List people and agencies who are involved in the problem you want to solve or examine: Do this step individually.



NOTE:

(1) the size of the circle indicates the more powerful groups

(2) the length of the line indicates how much an individual or group is for or against.

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BUILDING A CONTACT TREE

Do the rest of the exercise as a group.

1. List who is on the People Contact Tree:

US	OTHERS	DOERS checklist
Person or Group	Person or Group	

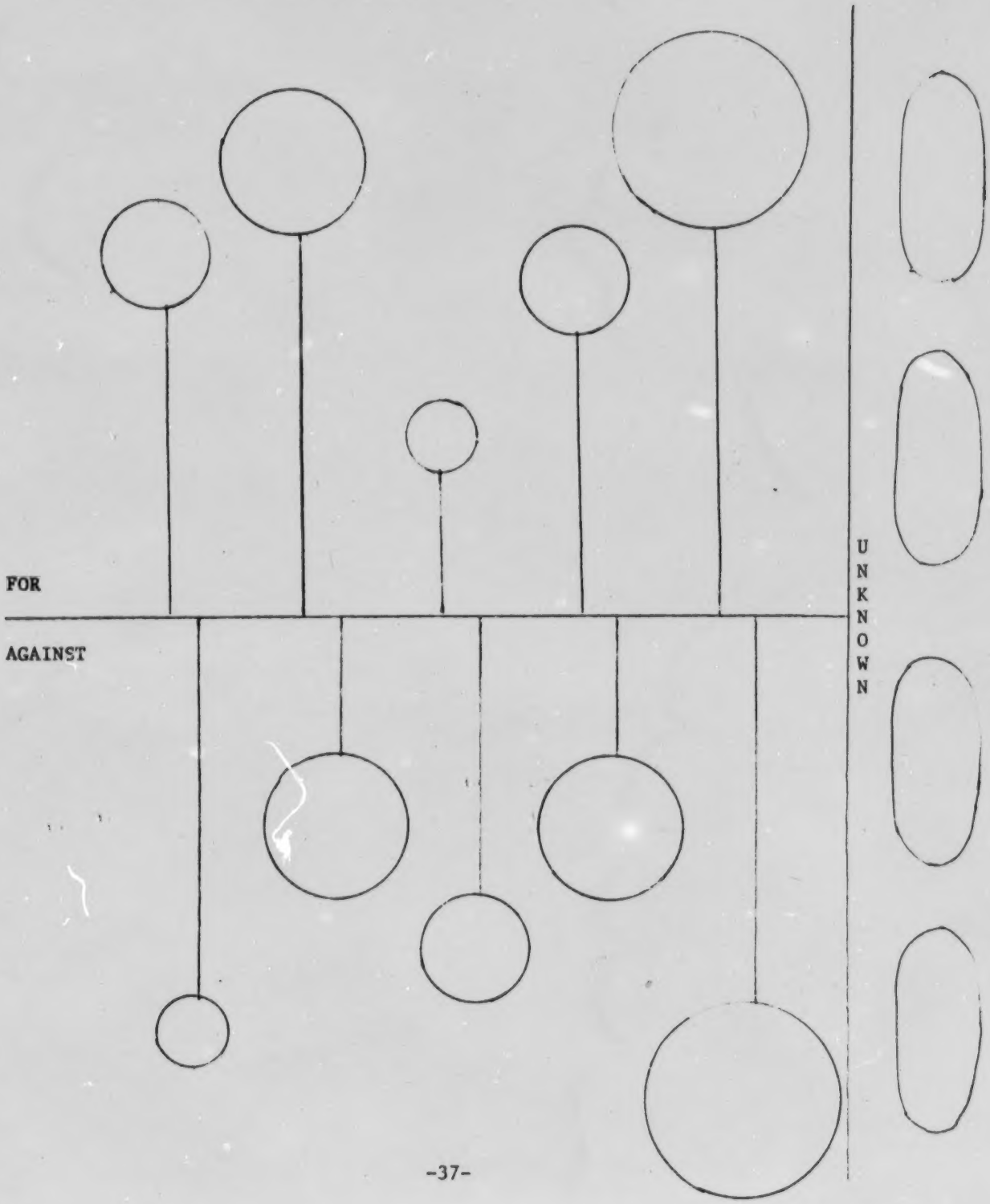
2. List who on the People Tree are connected:

Name	Connection	Name

3. Build a People Contact Tree

(a) Put people or agencies in list 1 and 2 on chart

(b) Connect those who are connected.



4. List who is missing on People Tree:

Name	Why Need	Name of Possible Connector

5. (a) List who are the key People to reach a solution.

(b) Identify where they are?

Name	in the group	connected to group	not linked or missing

Once you have completed the Contact Tree exercise, you should review the following forms.

Form P

PARTICIPANT SELF-RATING

Rating Myself on Style of Leadership

1. How clear was I about my membership role in the group?

1	2	3	4	5	6
Completely confused		Clear on some things Confused about others			Completely clear

2. How completely did I share my ideas in the group meeting?

1	2	3	4	5	6
Did not share any		Half of my ideas			Completely shared every idea that occurred to me

3. How much did I try to influence the decisions in my group?

1	2	3	4	5	6
Not at all		Tried to influence half of the time			Tried to influence every decision

4. How free did I feel to express my true feelings?

1	2	3	4	5	6
Not free		Somewhat			Very free

5. How well did I listen to others in the group?

1	2	3	4	5	6
Not well		Somewhat			Very well

Form G

A CHECK-LIST FOR PROCESS MONITORING

This check-list is designed to help record and feed back observations to a group

Group Meeting _____

Name _____ Date _____

Communication Skills:

1. Listening.

Poor	1	2	3	4	5	6	7	Good
People do not listen to each other, cut each off.								People listen carefully even to those they disagree with.

2. Responding.

Poor	1	2	3	4	5	6	7	Good
People do not respond to each other								People respond and build upon previous remarks.

Communication Pattern:

3. Direction (Is the conversation one-to-one, one to group, all through the leader, etc?)

4. Content (Is the conversation mainly impersonal? Is there any discussion of how the members of the group or others feel?)

Roles of Participants:

5. Record the names of the people who play the following roles:

Evaluator: The people who pass judgement on the ideas of others.

_____

_____

Harmonizer: The people who try to smooth over any conflict.

_____

_____

Inventor: The people who find the usable solution.

_____

_____

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_____

_____

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_____

_____

Inventor: The people who find the usable solution.

_____

_____

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Gatekeeper: The people who try to make sure others do not get cut off or get a chance to have their say.

_____

_____

Follower: The people who are generally eager to agree with other people's ideas.

_____

_____

Blocker: The people who can be counted on to challenge others' facts and ideas and who may prevent the group from coming to closure.

_____

_____

Recognition Seeker: The banterer who simply wants attention.

_____

_____

Dominator: The people who want to occupy center stage no matter what the issue and who regularly put others down.

_____

_____

6. Meeting style:

Tells _____ Sells _____

Consults _____ Joins _____

No Particular Style _____

6. Meeting Effect: (Note the actual effects, not what someone says they will be)

Eager participation _____

Low commitment _____

Resisting _____

Lack of enthusiasm _____

Holding back _____

When a group as disparate as parents, teachers, administrators, and students begins to develop, it should be focusing on encouraging the following dimensions of group growth:

1. Intercommunication among all members of groups:
   a. Clear mechanics of communication - vocabulary, rules of procedure, semantic sensitivity, et cetera
   b. Permissiveness for all members in expressing fears, needs, concerns, ideas, et cetera to the group

2. Group objectivity toward its own functioning:
   a. Ability of all members to make and accept interpretations about members and group functioning
   b. Ability to collect and use appropriate process information about itself.

3. Interdependent responsibility by all members for:
   a. Sharing leadership functions - direction setting, being a resource for the group, et cetera
   b. Achieving skill in flexible adjustment to member and leader when required by the group at various stages of group production
   c. Achieving mutual sensitivity to the needs and styles of participation of all members
   d. Distinguishing between member-role contributions and personality characteristics

4. Group cohesion adequate to permit:
   a. Assimilation of new ideas without group disintegration
   b. Assimilation of new members in a way to strengthen rather than to disrupt the group
   c. Holding to long-range goals where the situation requires this
   d. Profiting from success experiences
   e. Learning from failure experiences and setting realistic goals
   f. Making constructive use of internal conflicts.

5. Group ability to inform itself and to think straight and decide creatively about its problems utilizing contribution potential of all members.

6. Group ability to detect and control rhythms of group metabolism: Fatigue, tension, tempo, pace, emotional atmosphere, et cetera

7. Skill in recognizing and achieving control of significant sociometric factors in its own group structure

8. Satisfactory integrations of member ideologies, needs and goals with common group traditions, ideology and goals

9. Group ability to create new functions and groups as needed and to terminate its existence if and as appropriate

The basic characteristics of an open invitation group are:

An open invitation

- lets everyone in
- pushes no one out
- keeps doors open for new ideas: solutions, alternatives
- helps newcomers know where everyone is, how they got there, where they are going.

An open invitation

- asks anyone coming into the process to agree to address the issue, concern, problem the existing group is working on.
- asks anyone coming into the process to agree to start where people are; not all over again, not in a different place
- asks anyone coming into the group to bring something with them: energy, interest, willingness to work, willingness to respond, willingness to find useful answers or solutions.

An open invitation

- builds upon an existing network of people contacts
- uses other groups or events to link to more people and solutions
- shares energy, interest, commitment with anyone who asks for help.

An open invitation

- asks anyone already in the group to help newcomers join the group
- asks anyone already in the group to find ways of keeping after people who should be in the group
- asks anyone already in the group to share information, learning, inventions with all who ask even those one fears will be hostile.

SECTION THREE

3. MODELS FOR PROGRAM DEVELOPMENT

Program development is the purpose for getting a group together. Program development does not just happen. It requires hard work and following through on an agreed upon sequence.

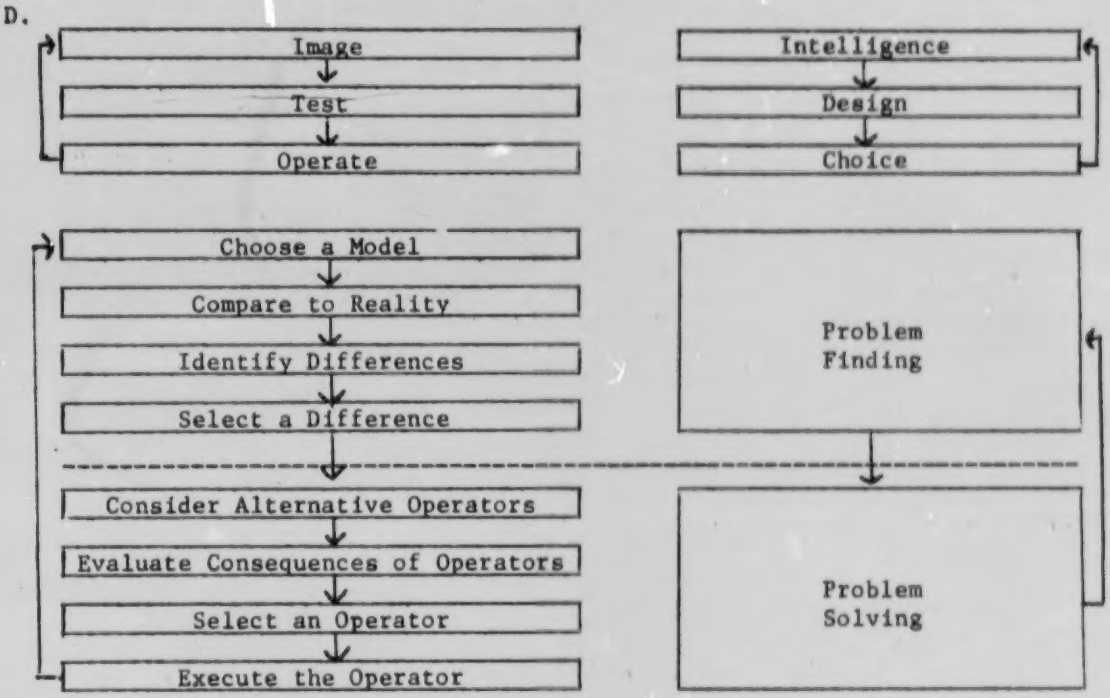
Action Planning Has Many Different Vocabularies

A.
1. Problem identification
2. Analysis
3. Brainstorming solutions
4. Designing concrete plans
5. Trying out

B.
1. Problem solving
2. Diagnosis
3. Generation of alternatives
4. Selection
5. Action planning
6. Taking action
7. Evaluation
8. Follow-up

C.
1. What?
2. So what?
3. Now what?

D.



F. 1. Define Possible Target (Domain)

2. Define Relevant Technolgoies

3. Identify Impact Assumptions

4. Make Impact Point Analysis

5. Identify Action Options

6. Act

7. Analyze Impact of Action

G. 1. Identify needs/gaps

2. Identify resources (persons, organizations, funds)

3. Develop criteria for quality

. collaborative

. self sustaining

. responsive

4. Identify roles and responsibilities

5. Develop scouting strategy

. leads to selection of target

6. Develop entry strategy

. leads to connection with target

7. Develop design strategy

. leads to energizing group for action

8. Develop implementation strategy

9. Develop exit strategy

10. Develop feedback strategy

Note:

A. The sequence of events is not absolute

B. Some stages collapse in a given instance.

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The group needs to determine which series of activities it will use to develop the program. One good way to determine this is to do an analysis of the Program Development process. The steps to follow are:

1. Needs Assessment

   A. Define problem

      . What are the parts of the problem?

      . How do different people perceive the problem?

      . Is there any documented information regarding the problem?

   B. Needs determination

      . What are the perceived needs of the students, the staff, the parents, and the community?

      . Are there commonalities among the needs?

      . Are there any future needs that the group has not discussed?

      . Have we talked with diverse interests groups?

   C. Value assumptions

      . Are we in agreement regarding human potentiality?

      . Are we in agreement regarding motivation?

      . Who should make what decisions?

2. State Objectives

      . What will happen when we solve the problem?

      . How will we know it has happened?

      . What is our rank-order of priorities?

3. Program Procedures

      . What are the different ways (means) by which we could achieve our objectives (ends)?

      . What resource would be needed for each possible means? (Resources: staff, time, space, equipment?

      . What are the constraints inherent in each means? (Constraints: community or staff dissatisfaction, lack of resources, lack of training)

. What are the potential benefits of each possible means? (benefits: advantages to students)

. Select

4. Implementation

. Plot sequence of activities.

What is the chronology of events?

Which events can occur at the same time?

Are there alternative or optional activities?

What are the estimated time spans?

. Determine roles.

What are the needed skills and talents?

What skills, talents, and interests do different people have?

Do we need volunteer assistance for particular needs?

Is additional training needed?

. Define communications system.

How often will we assess our progress?

Have we set certain times aside to share our perceptions?

How can we be sure to communicate with other groups?

How will we communicate with the total community?

Who will make what decisions how?

How can we systematically collect information on what we are doing?

5. Evaluation

. Process evaluation

How often should we determine how we are doing?

How will we know what we are accomplishing?

How will we record such?

How will we make decisions on what should be modified?

. Outcome Evaluation

How will we know to what degree we have accomplished our objectives?

What are the reasons for the discrepancy between what we expected and what really happened?

What were the unexpected outcomes?

. Feedback

How do we use the process and outcome evaluation information with regard to what we do next?

Do we need new objectives?

Do we need new procedures (means)?

What help do we need?

What decisions should be made next?

This process should get you an outline for program development. This systems analysis provides tools that enable you to talk to one another with representations that keep track of the probable effects of alternative choices.

Models do, however, have certain weaknesses. They often over-simplify reality, reflecting the model-builder's limited view of the world rather than the world as it is - or at least as it is viewed from some other perspective. Model-builders are limited by the techniques they use. Models often fail at the point of implementation. Human distrust or resistance to the real or imagined implications of a model is the real problem that model-builders often face. The model is no good if it can't be made to work.

The worth of a model is not only how well it predicts but how successfully it helps humans follow useful patterns. If it makes people more effective than they were, or helps them learn faster, it's a good model.

One way the group can help itself clear up the application of the model is by doing the Model Building exercise.

MODEL BUILDING EXERCISE

STEP ONE

Individually

(a) Write out the stages that make up the group model individual for program development.

(b) List at least one way (technique) used to implement each stage in the model.

Stages	Technique
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____

STEP TWO

Select a partner. (you should now be two)

(a) discuss the differences in the lists of stages and techniques you have both listed in step one

(b) make one list of stages the two of you believe would have to be accomplished to assure a collaborative approach to program development.

(c) list the ways (techniques) you might be able to use for each stage.

Stages	Technique
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

STEP THREE

Select another pair. (you should now be four)

(a) discuss your pair models.

(b) agree on a statement of the goal of group project

(c) make one list of stages needed to reach goal

(d) make list of techniques needed to accomplish each stage.

A. Goal Statement

_____

_____

_____

B.

Stages	Techniques
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____

STEP FOUR

Group discussion (everyone together)

(a) determine what is the group goal

(b) describe the stages to accomplsih the goal

(c) list useful techniques

(d) write up one list of stages and techniques

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You now have a basic plan of action. You should by now have done these basic steps.

1. Identified your concern as clearly as possible. When you have found others who share your concern, extended an open invitation to all who are interested to meet about this concern.

2. Let those who joined you share their views, and spent some time clarifying goals and exploring values and assumptions about education.

3. Developed plans for involving in the discussion others who may be concerned or affected. Planned to review and overlap all discussions for late entrants into the group. Planned to keep the public well informed. If school committee and administration are not already involved, planned to keep them informed at every point.

4. Found out the facts. Out of the initial discussions a number of questions will be raised. The whole group should be organized in task forces to get needed information: e.g., to what extent is the school system meeting the concern? What is the school system doing to meet the concern? What are other school systems doing or proposing to do? What studies have been made, and what do they suggest? As the information was gathered and reported, looked for gaps and any new questions. Provided descriptive in reporting. Left out the emotional words.

5. Reassessed the problem in light of information. Collected alternative possible solutions. Kept a written record of agreements, not disagreements. Listened to all disagreements for useful ideas. Identified elements of possible acceptable solutions for integration into the final solution.

6. Made final choices. If you have taken the previous steps carefully, and kept all who are interested informed and involved, final decisions go smoothly and your joint recommendations will be reality-tested and acceptable.

Now you are faced with the task of action and of problem solving. Action is simply that action. The right action will be selected if all have had a chance to examine an action in terms of pre-determined criteria. One useful set of criteria is:

Criteria for Selection of Action Option

	Rating (for each option)
Controllability	1 2 3 4 5
Worth	1 2 3 4 5
Priority	1 2 3 4 5
Effectiveness	1 2 3 4 5
Cost (to Us)	5 4 3 2 1
Cost (to Others)	5 4 3 2 1
Non-Financial Problems	5 4 3 2 1
Institutional Obstacles	5 4 3 2 1
Possibility of failure	5 4 3 2 1
Uncertainty	1 2 3 4 5
(Other) _____	

Making these kinds of judgements about an action option gives the group some sense of the basis for making a decision and a bsis for commitment to a decision.

As problems arise the development will continue only if some reasonable analyzis is made of the information one has and of the point of the problem in the process. The following grid can be useful in this analysis.

PROBLEM SOLVING ANALYSIS

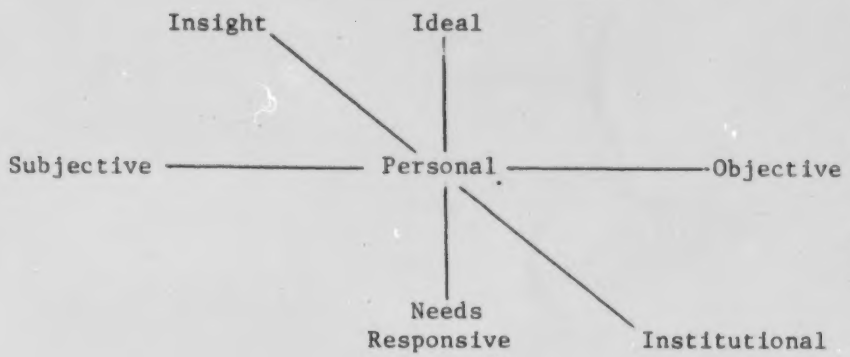
Stages	Jobs to be Done: Communicating	Consulting	Controlling	Securing	Participating	Evaluating	Disseminating
Identify problems							
Analyze setting							
Organize management							
Identify objectives							
Specify methods							
Construct prototypes							
Test prototypes							
Analyze results							
Implement/recycle							

INSTRUCTIONS: In the intersection of each stages and jobs to be done, insert the name of the person who has primary responsibility for each. Be sure the person knows of the assignment covering this responsibility. Examine each unassigned cell carefully - it may be appropriate that there be nothing there - but you may be missing an important element.

An essential part of finding a solution is to comb through research administrative, and survey information for relevant facts, findings and generalizations. In going through this activity, it is important to finally include only the most important facts and trends. Otherwise, there is a real danger of obscuring rather than illuminating. In reporting the results of research, for example, it is easy to raise barriers to understanding by citing complicated technical procedures or formulae or referring to levels or tests of statistical significance that are not readily understood by many of the people involved. The guidelines to be emphasized are simplicity, clarity, and brevity.

Information tends to be somewhere on the intersection of the following:

Some Characteristics of Information



The subjective-insight-ideal end of the continuum tends to be non-observable, intuitive, non-measurable. The objective - institutional - needs end of the continuum tends to be observable, concrete, measurable.

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An important activity of the group is to identify the information collected as to origin. More importantly, information should be categorized as:

Statement of Information	Type of Information			
	FACT	ATTITUDE	BELIEF	SELF INTEREST
1.				
2.				
3.				
4.				
5.				
6.				

Identifying the type of information makes it possible for the group to determine.

1. What changes are needed

   . category
   . cause
   . constraints

2. Who decides about changes suggested

3. Who influences change

4. What influences change

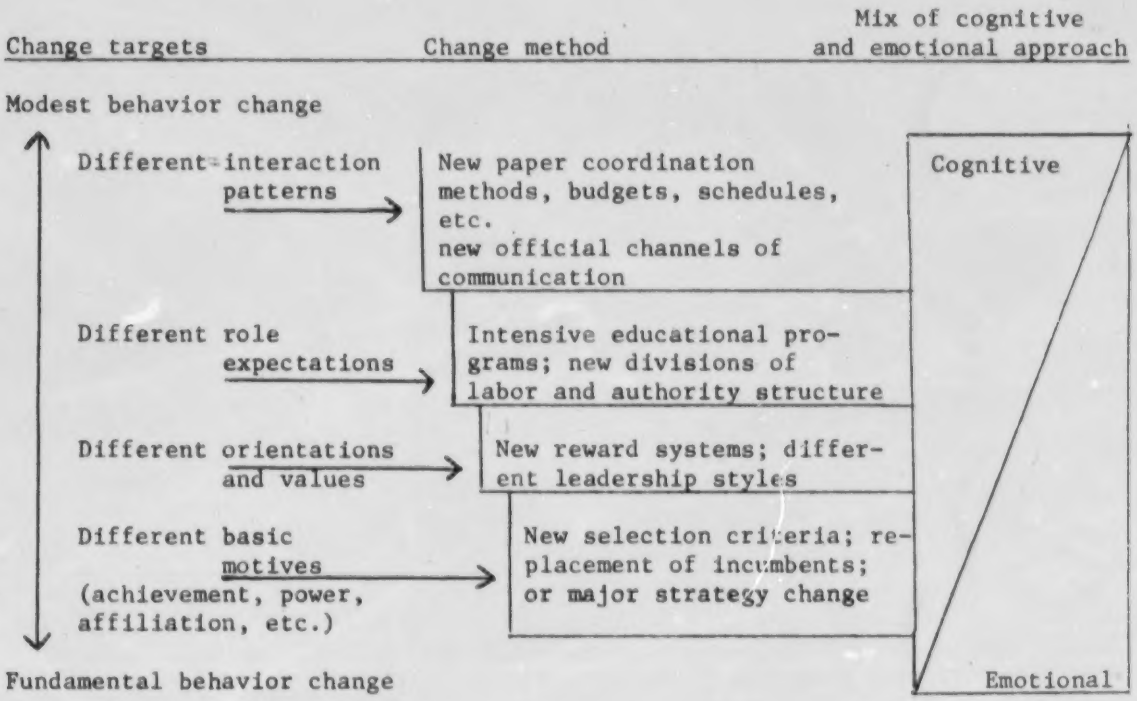
5. What the target for change is

6. What strategy is needed to implement change

7. What the situation will be when the change has occurred

8. How the change will be tracked

If all these steps are taken care of, one will have a clear picture of where a program development effort in the school and community can be undertaken and under what conditions. The partnership group will have its road map for action identifying.


Change targets
Change method
Mix of cognitive and emotional approach
Modest behavior change
Different interaction patterns
New paper coordination methods, budgets, schedules, etc.
new official channels of communication
Different role expectations
Intensive educational programs; new divisions of labor and authority structure
Different orientations and values
New reward systems; different leadership styles
Different basic motives (achievement, power, affiliation, etc.)
New selection criteria; replacement of incumbents; or major strategy change
Fundamental behavior change
Cognitive
Emotional

SECTION FOUR

4. MONITORING AND EVALUATION

The major missing link in getting a cooperative program developed is often the lack of a mechanism to know

. what is going on

. what has been accomplished

. what needs to be done

Someone needs to take the responsibility for writing up minutes of meetings. These minutes should state what was discussed and what was decided. It is important to resist the temptation to record who said what; such a record often leads to division and nitpicking. The basic purpose of a record is not to give individual credits; it is to provide a record of events.

An additional approach to recording and evaluation is described by the following documents:

A. Record of Planned Activities

B. Monthly Report of Activities

C. Assessment of Individual Activities

D. Report on Partnership Involvements

The Record of Planned Activities is a planning, monitoring, and record keeping tool. Answering all of the questions listed gives the group assurance that the activities are being done by someone and that the group will know how well the job has been done.

Form A

RECORD OF PLANNED ACTIVITIES

Problem to be solved _____

Question	Activity 1	Activity 2	Activity 3	Activity 4
What is going to be done?				
Who is going to do it?				
When is it going to be done?				
To or for whom is it going to be done?				
What criteria will indicate that it has been done?				
What evaluation method will determine if plans have been carried out?				

Form B

MONTHLY REPORT

Activity _____

_____

1. What happened:

2. What didn't happen:

3. Things completed:

4. Things ongoing:

5. Things started:

6. Things that need
to be changed:

_____

70

Form C

ASSESSMENT OF INDIVIDUAL ACTIVITIES

ACTIVITY	INDICATORS OF SUCCESS	DEGREE OF SUCCESS	FACTORS OF INFLUENCE

Form D

REPORT ON PARTNERSHIP INVOLVEMENTS

Activity:

Who was involved:

How the process developed:

Results:

The Monthly Report and Assessment Forms should be filled out together. They provide a direct early warning system about things that are going well and things that need fixing by the group. The information is organized so that the group can focus its concern on what needs to be done and factors of influence.

The Report on Partnership Involvement provides a format for the group to report to outsiders about its activity. It describes key activities, the persons or agencies active in the group, the process that was used, and the results.

All three report forms are designed to be completed with simple, direct sentences rather than long paragraphs. If and when rationale and purpose for an activity is required, a special report should be prepared.

The important thing is that a reasonable paper trail be provided. History will assist the group to gain credibility, and to provide a retrospective view by which gains can be consolidated.

SECTION FIVE

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SECTION SIX

A TEST OF BEHAVIOR OF PERSONS IN GROUPS

Take the entire profile twice. On the first run-through, in the column labeled IDEAL, place a 1 next to the most ideal response to a situation, a 4 next to the least ideal, and a 2 and 3 next to your second and third choices. Follow this method for all 12 situations. On the second run-through, in the column labeled ACTUAL, use the same rating method to rank your own experiences. Place a 1 next to the response which most closely corresponds to your situation, and so on.

adapted from "Test for Teachers", Scholastic Magazine, (1973)

IDEAL ACTUAL

Situation I: When a problem arises which may result in a waste of time, inefficiency, or other difficulties, the people in this town generally

____ A. Rely upon whoever is closest to the problem to arrive at a solution which is usually accepted by the other group members without much further examination. ____

____ B. Work on the problem individually to arrive at a solution and then discuss that solution with others in the group emphasizing the benefits of their solution and often pointing out the consequences of pursuing other courses of action. ____

____ C. Provide each other with information relating to the situation and also encourage all groups to contribute their ideas in an effort to reach understanding and to surface alternative solutions. ____

____ D. Tend to ignore the problem or perhaps attempt to find fault and place blame for current conditions. ____

IDEAL ACTUAL

Situation 2: When there is disagreement between this group and another group that we work with, we generally

____ A. Try to explore issues and assumptions that are present in the situation and work with whoever is involved to identify both areas of disagreement as well as agreement in order to find solutions. ____

____ B. Try to avoid disagreement by following our own course of action and not attempting to influence the other group members. ____

____ C. Try to avoid disagreement by seeking a course of action that is acceptable to the other group although many in this group might still have reservations. ____

____ D. Hold firm on our own basic position and point out to the other group members the problems and difficulties that might arise from following any different course of action. ____

IDEAL ACTUAL

Situation 3: When new policies or practices are introduced by someone, we generally

____ A. Ignore or circumvent these new policies since they infringe upon our personal freedom. ____

____ B. Accept the new direction and rarely question or try to modify the policy regardless of the effect these changes may have upon us. ____

____ C. Attempt to persuade or exert pressure on the authority to modify or change the new policy or practices that upset the status quo. ____

____ D. Feel that ideas and suggestions about the new changes will be welcomed by the authority and speak up to determine if any changes or modifications are advisable. ____

IDEAL ACTUAL

Situation 4: When someone has an idea or a suggestion related to our responsibilities, this group generally

____ A. Listen to the ideas and accept the suggestions if they are not too controversial. ____

____ B. Do not act upon ideas or suggestions of this sort which are unwelcome and discouraged. ____

____ C. Seek to understand the idea or suggestion and then find out what the other's opinions are in order to give our own reactions. ____

____ D. Resist new ideas submitted by other members but are willing to offer and discuss our own suggestions or modifications. ____

IDEAL ACTUAL

Situation 5: When this group meets to solve problems and make decisions, we generally

____ A. Try to avoid getting too involved and often do not contribute new ideas thus avoiding being criticized by other members. ____

____ B. Feel free to contribute our own ideas and opinions and often ask other members of the group to express their ideas. ____

____ C. Are prepared to present and bolster our points of view and expect others to do the same. ____

____ D. Seek to avoid imposing our positions and are anxious to compromise in order to reach workable solutions. ____

IDEAL ACTUAL

Situation 6: Regarding communications between this group and the authority, we generally

____ A. Attempt to exert pressure on or show the benefits of our point of view to the authority in matters related to our interests. ____

____ B. Tend to avoid or ignore communications with the authority in matters related to our interests. ____

____ C. Attempt to understand and influence the authority in matters related to our interests. ____

____ D. Tend to accept and depend upon the authority in matters related to our interests. ____

IDEAL ACTUAL

Situation 7: Regarding the development of individuals within this group members generally

____ A. Seek out and give information to each other about performance and explore the possibilities for improvement. ____

____ B. Give advice and help whenever another member requests it. ____

____ C. Leave each other alone to do our own work as each sees fit to do it. ____

____ D. Point out errors to each other and emphasize what the future consequences of such errors could be. ____

IDEAL ACTUAL

Situation 8: Those who seem to succeed best in this group generally

____ A. Seem able to convince the authority and others in the validity of their opinions and positions and exert pressure when resistance is encountered. ____

____ B. Seem to agree with the authority's positions and are willing to modify their own points of view to correspond with those expected. ____

____ C. Don't state their positions or ideas on group issues but engage the authority on a personal basis to maintain their popularity. ____

____ D. Express their own convictions and push hard to understand the positions taken by the authority so that mutual agreement can be reached. ____

IDEAL ACTUAL

Situation 9: When a new person enters this group, others generally

____ A. Make allowances for limited performance and are avialable to help whenever asked. ____

____ B. Ask about past experiences and inform the person about the operation of the group. ____

____ C. Explain how the group works and what is expected and also the benefits of being in the group. ____

____ D. Allow the person to gain some experience in the group before discussing any problems. ____

IDEAL ACTUAL

Situation 10: When this group is asked to do something that is quite different from what it is used to or to use a new method, the persons in the group generally

____ A. Try to understand the reasons for the changes and also try to discuss the effects of the changes according to their experience. ____

____ B. Try to point out any problems with the new method or change emphasizing the benefits of the current practices. ____

____ C. Move ahead with the new change or method without expressing their evaluation of its effects. ____

____ D. Tend to ignore the new method or to criticize the person or persons who seem responsible for introducing the changes. ____

IDEAL ACTUAL

Situation II: If certain persons in the group have difficulty working with each other, the other members generally

____ A. Try to minimize differences and to encourage tolerance of the points of view of others. ____

____ B. Tell them to keep individual problems from interfering with the work of the group and to work something out before the authority notices. ____

____ C. Ignore their problems as being their business and not related to the work of the group. ____

____ D. Encourage them to confront the issues involved and help them to develop methods for getting along in their group work. ____

IDEAL ACTUAL

Situation 12: In this group the individual who functions as a leader generally

____ A. Explains what should be accomplished, the steps the leader is taking to prevent errors, and the benefits of doing the job this way. ____

____ B. Explains clearly the leader's point of view and stimulates discussion of other individual ways of accomplishing the job. ____

____ C. Encourages the other members to say what they think and seems willing to follow any reasonable suggestions. ____

____ D. Explains clearly what should be done and expresses disappointment in the group if there is a difference between the leader's specific instructions and the actual method of operation. ____

SCORE INTERPRETATION

1. When looking at the ideal profile score:

   a. The lower the number, the more ideal the given behavior.

   b. The higher the number, the more the behavior is rejected.

   c. Thus, a subtotal of 12 equals total endorsement while a score of 48 equals total rejection.

2. The columns in Roman numerals represent the influence quadrants as follows:

(I)	(II)	(III)	(IV)
Develop (2 way)	Control	Relinquish	Defend (none)

3. When looking at actual profile score:

   a. The lower the score, the more the behavior is perceived to be present in the group.

   b. The higher the score, the less the behavior is perceived to be present in the group.

SCORE SHEET

IDEAL

Question	Column I	II	III	IV
1.	C	B	A	D
2.	A	D	C	B
3.	D	C	B	A
4.	C	D	A	B
5.	B	C	D	A
6.	C	A	D	B
7.	A	D	B	C
8.	D	A	B	C
9.	B	C	A	D
10.	A	B	C	D
11.	D	B	A	C
12.	B	A	C	D
TOTALS	____	____	____	____ = 120*

ACTUAL

Question	Column I	II	III	IV
1.	C	B	A	D
2.	A	D	C	B
3.	D	C	B	A
4.	C	D	A	B
5.	B	C	D	A
6.	C	A	D	B
7.	A	D	B	C
8.	D	A	B	C
9.	B	C	A	D
10.	A	B	C	D
11.	D	B	A	C
12.	B	A	C	D
TOTALS	____	____	____	____ = 120*

*Note: Put the score (1,2,3, or 4) next to the appropriate letter for each question. The four subtotals for the ideal should add up to 120. The four subtotals for the actual should also add up to 120.

SECTION SEVEN

SUMMARY OF PROCESS HELPER STAGES

as developed by

RONALD HAVELOCK

GUIDE TO INNOVATION IN EDUCATION

Center for the Utilization of Scientific Knowledge

University of Michigan

1970

HOW THE CHANGE AGENT WORKS: A CHAPTER OUTLINE

AN IDEAL EXAMPLE:

Stage I: RELATIONSHIP

The first thing the successful change agent needs to develop is a viable relationship with the client system or a solid base within it. A secure and reasonably well delineated helping role is an essential place from which to start. Some readers may be able to take this for granted because they already have a good client relationship, but others will find important points to consider from a reading of our first chapter.

Sam Davis is the newly appointed director of in-service training and special projects for the Highland Hills school district. Early in his tenure he learns that the McKinley school is notorious for teacher turnover, and, for this reason, he decides to work in that school as his first project. He attends several of the coffee hour/evaluation sessions in the school, where he chats with small groups of teachers and begins to become aware of their needs and interests; wherever he can he tries to develop their confidence in his ability to help them.

Stage II: DIAGNOSIS

Once established in the client system, the change agent must turn to the problem at hand. He must find out if the client is aware of his own needs and if the client has been able to articulate his needs as problem statements. The second chapter discusses this topic from several angles.

From interviewing and observing the classroom techniques of McKinley teachers Sam suspects that the team teaching method in use throughout his school system has been ineffective in this particular building. He finds evidence of a lack of cooperation within the teaching teams. Because many of these teachers were previously in self-contained classrooms, they have had a difficult time adjusting to this new method and, consequently, many feelings of anxiety and mistrust have arisen.

Stage III: ACQUIRING RELEVANT RESOURCES

With a well defined problem, the client system needs to be able to identify and obtain resources relevant to solutions. The third chapter should give some good leads on how this information seeking can be carried out successfully.

In order to help his teachers, Sam finds it necessary to learn more about the adjustment from the self-contained classroom to the teaching teams. He turns first to a colleague who has had longer experience with team teaching. This friend tells Sam about some articles that might be helpful and suggests an agency that he may contact for assistance in training teachers for group interaction.

Stage IV: CHOOSING THE SOLUTION

With a defined problem and a lot of relevant information, the client needs to be able to derive implications, generate a range of alternatives, and settle upon a potential solution. The fourth chapter discusses various aspects of this process.

From his retrieval of information, Sam learns that the unsuccessful attempts in team teaching result from misconceptions about the need for cooperation. He organizes a committee of teachers to discuss the research findings and the diagnosis. Together they decide that teachers require an educational program in the methods, goals, and values involved in team teaching.

Stage V: GAINING ACCEPTANCE

Even a good solution needs adaptation and needs to be reshaped to fit the special characteristics of the client. In the fifth chapter, we consider how initial acceptance of innovations can be generated and how the client may be able to develop attitudes and behavior supportive of the innovation.

After considering the different ways in which this "innovation," the proposed educational program, can be introduced to other teachers, Sam and his committee decide that a "workshop" plan would be most efficient. This plan can be designed to interfere very little with regular classroom teaching time and, in the long run, its advantages would offset the cost of its operation. Sam arranges for substitute teachers to reduce the load of the regular staff while they are participating in the workshop. He also makes sure that they get personal recognition and credit for their innovativeness.

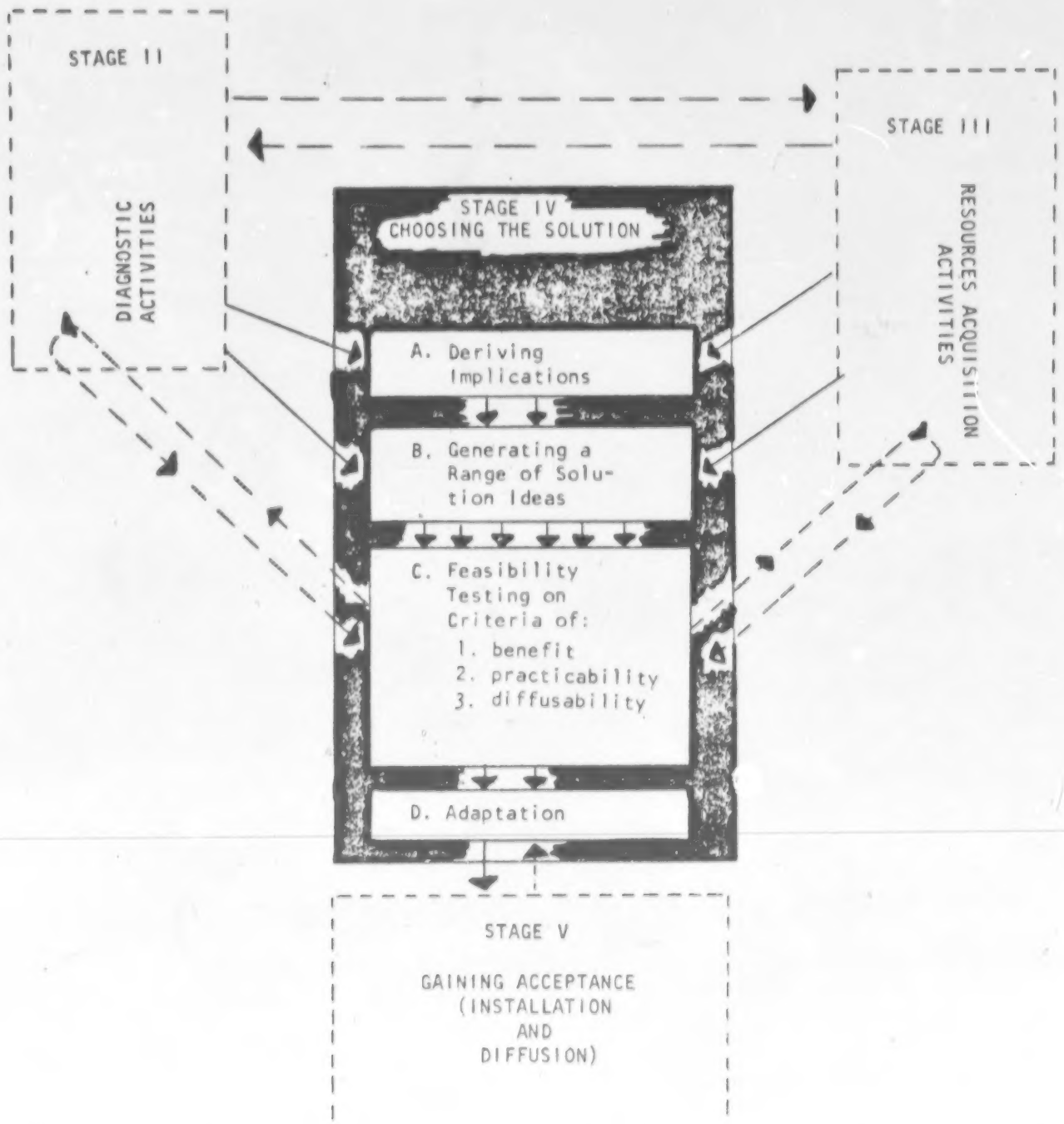
Stage VI: STABILIZATION AND SELF-RENEWAL

Finally, the client needs to develop an internal capability to maintain the innovation and continue appropriate use without outside help. The change agent encourages members of the client system to be their own change agents and to begin to work on other problems in a similar way. As this self-renewal capacity begins to build, it allows the gradual termination of the relationship so that the change agent can move on to other projects, other problems, and other clients.

Using this experience as a model, Sam shows the teachers how they can be their own change agents by building an internal capacity for diagnosis, retrieval, and problem solving. When the teachers commit themselves to try this approach with another issue which has come up, Sam leaves them alone to work on it, but comes to the school as a consultant when they ask him. Gradually he moves on to other projects in other parts of the system, knowing that a self-renewal capacity has begun to emerge in McKinley school.

Figure 4.1 1. Steps in Choosing the Solution

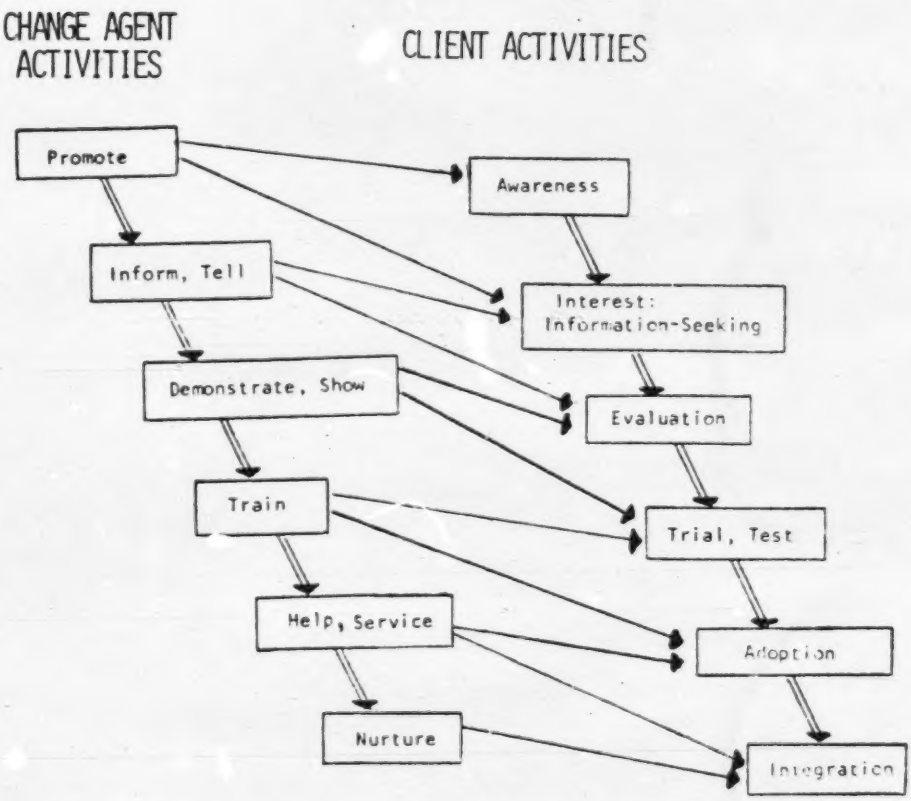
The four steps involved in generating and choosing solutions are related to the other stages of a change project as partially illustrated in the diagram below.



2. MATCHING THE CHANGE AGENT'S ACTIVITIES WITH THE INDIVIDUAL USER'S ADOPTION PROCESS

The change agent should try to facilitate each of these six processes. Therefore, in dealing with the individuals in the client system, you should try to coordinate your activities with the adoption stages of the potential adopters. You should try to understand where potential adopters are in terms of these five phases so that you can try to be with them, not ahead or behind. You should be prepared to go back as individual adopters slip back and to keep up as other adopters jump ahead; and you should know when to switch from one mode of communication to another with each adopter.

Figure 5.1 Coordinating Change Agent Activities with the Client's Adoption Activities



RELEVANCE OF STRATEGIES AND TACTICS FOR STAGES OF CHANGE

X = Relevant
XX = Especially Relevant

	STAGE I (Relationship)	STAGE II (Diagnosis)	STAGE III (Resource Retrieval)	STAGE IV (Solution)	STAGE V (Acceptance)	STAGE VI (Stabilization)
Action Research		X		X	X	
Authentic Feedback	X	XX	X	XX	XX	X
Brainstorming			X	XX		
Change Agent; External	X	XX	X	X	X	X
Change Agent; Internal	X	X	X	X	X	XX
Collaborative Action Inquiry	XX	XX	X	X	XX	X
Confrontation	X High Risk	X Some Risk			X High Risk	
Consultation	X	XX	XX	XX	X	X
Derivation Conference	X	X	XX	XX	X	
Diffusion, Natural					X	X
Experimental Demonstration			X	X	X Some Risk	
Fait Accompli					X High Risk	
Financial Support	X	X	X	X	X	XX
Force Field Analysis		XX		XX	X	
Group Observation/Process Analysis	X	X		X	X	X
Human Relations Laboratory	XX	X			X	
Inter-organizational Visiting		X	XX	X	X	
Leadership Change	X	X		X	X	X
Legislated Change					X Some Risk	X
Linkage	XX	XX	XX	XX	XX	XX
Mass Media Dissemination			X	X	X	
Multiple Media Approaches	X	X	XX	X	XX	X
Network Building			X			X
Opinion Leadership Utilization	X			X	XX	
Overlapping Groups			X		X	XX

(Continued on next page)

	STAGE I (Relationship)	STAGE II (Diagnosis)	STAGE III (Resource Retrieval)	STAGE IV (Solution)	STAGE V (Acceptance)	STAGE VI (Stabilization)
Packaging for Diffusion			X	X	X	X
Prestige Suggestion	X Sometimes				X Sometimes	
Problem Solving	X	XX	X	XX	XX	X
Product Development			X	X	X	X
R&D Unit		X	X	X		X
R,D,& D			X	X	X	X
Reflection	XX Some Risk	XX	X	XX	XX	X
Research Evaluation	X	XX	X	X	XX	X
Role Playing	X	X			X	X
Rotation of Roles	X	X	X		X	
Sensitivity Training Group	X Some Risk	X			X Some Risk	
Successive Approximation				X	X	X
Survey Feedback		X		X		X*
System Self-Renewal	X	X	X	X	X	XX
Systems Analysis	X	XX	X	XX	X	X
Temporary Systems	XX	X		X	X Some Risk	
Training					X	X
Translation			X	X	X	X
User Need Surveys		X				X*

*Periodic survey feedback can be a part of building system self-renewal.

ACTION RESEARCH: on approach which involves the collaboration of university social scientists and school personnel in diagnosing and evaluating existing problems. The use of research methods in collecting and analyzing data from the system benefits the scientist because it provides him with access to field sites and the raw data for later publications. It benefits the school system by providing it with self-evaluation material--and an increasing knowledge of scientific methods of diagnosis and evaluation.

AUTHENTIC FEEDBACK: a non-evaluative perception and interpretation of an individual's behavior as it affects the person who receives it. The use of feedback allows for easier self-diagnosis, objective evaluation of innovations and an understanding of the reasons for resistance to change.

BRAINSTORMING: a group retrieval technique in which members suggest innovative problem solutions while they deliberately restrain critical judgment. Questions about feasibility, practicality, negative side effects, etc. are set aside until all potential solutions are on the table.

CHANGE AGENT: EXTERNAL: If you are a "change agent" you probably do not need to be told that the use of a specialized "change agent" role is in itself a strategy for innovation. Other terms for "change agent" connoting variations in emphasis are:

knowledge broker
linker, knowledge linker
link-pin specialist
consultant
research implementation specialist
trainer
continuing education specialist
dissemination specialist

CHANGE AGENT: INTERNAL: having at least one man inside the system who both committed to innovation and skilled in the change process is usually essential. Such inside change agents work best if they can team up with outside change agents. They are often referred to as:

innovators
demonstrators
innovation champions

COLLABORATIVE ACTION INQUIRY: similar to "action research" (see above), but the collaboration between social scientists *outside* and school personnel *inside* is more emphasized than in action research, and a true team effort results.

CONFRONTATION: a direct challenge to the leadership of the client system by those who wish to bring about change. A confrontation strategy must assume either that the leadership will change when they are shown how serious the need is and how strongly people feel about it or that the leadership can be overcome. Because of its potentially disruptive and decisive consequences, confrontation is a high risk strategy. A "confrontation" limited to presenting facts from a diagnosis (discussed in Stage II) may be a middle road which avoids some of these risks.

CONSULTATION: a widely used and variously defined change strategy, based on the assistance of an outside expert(s) in helping a system work through its own problems and define its own needs, primarily through the use of reflection and authentic feedback.

DERIVATION CONFERENCE: usually comprised of resource persons and client system representatives meeting on a temporary basis to collaborate on problem definition, information retrieval, derivation of implications for action and planning for implementation. This tactic combines group process analysis, diagnosis, retrieval and collaborative problem solving all in one.

DIFFUSION, NATURAL: "Diffusion," in the social context, refers to the spread of the adoption of an innovation; usually there is an extended early period of testing, development, trial-and-error, and sporadic localized adoption; but after 10% to 20% have adopted, the vast majority of potential adopters will shortly follow due to the forces of social interaction.

EXPERIMENTAL DEMONSTRATION: in the hands of a skilled demonstrator, and under ideal circumstances, a demonstration of an innovation can be quite powerful for adoption. Remember the old saw 'seeing is believing'. To be effective a demonstration must look convincing. First it must show clearly and dramatically that the innovation makes a difference, that it changes things for the better. Second it must look natural, something that the client can really use in his own setting with his resources.

FAIT ACCOMPLI: this strategy of change consists of installing an innovation without consulting users or without informing them in advance. It has been recommended for use with innovations which would arouse excessive initial resistance and whose actual benefits would not become apparent until after "try-out". Various ethical issues are relevant in a consideration of this approach.

FINANCIAL SUPPORT: regardless of their potential long-term benefits most significant innovations are perceived as being initially costly because they require purchases of supplies and equipment, training, release time from other duties, etc. Provision of financial support either as "pump priming" or as long term subsidy may be a necessary precondition for acceptance of innovations. However, there is little evidence that such support, if offered without any restrictions, guidance, or "strings", will really lead to innovation.

FORCE FIELD ANALYSIS: an approach in which the most important social forces favoring and opposing the change are identified, listed, and rated for potency. From this listing the change agent can choose specific targets for emphasis including both reduction of opposing forces and strengthening of favoring forces.

GROUP OBSERVATION AND PROCESS ANALYSIS: self-conscious examination by a group of its own on-going interaction processes in order to understand group processes and to enhance group trust and openness. The self-criticism and group consensus which often arise from such analysis help to facilitate behavioral adjustment to change.

HUMAN RELATIONS LABORATORY: a "temporary system" strategy for improving problem-solving skills which can be adapted for use by individuals, groups, organizations or communities, was originated by the National Training Laboratories (formerly a part of NEA, now the NTL Institute for Applied Behavioral Sciences). The core of human relations training is the sensitivity or T-group. However, a variety of other mechanisms are enlisted in the development of greater openness and interpersonal competence, the prerequisites of effective problem-solving and meaningful innovation.

INTER-ORGANIZATIONAL VISITING: on-site observation of other systems is always helpful in providing the client with a broader perspective on himself and a chance to observe innovations in action before trying them himself. Cosmopolitanism is highly related to innovation.

LEADERSHIP CHANGE: a new leader brings new knowledge and new perspectives on how things should be done. This often leads to a shake-up at all levels of the system. Where old leadership stubbornly resists change and refuses to adapt to changing circumstances, a change of leadership may be the necessary (but not sufficient) starting point.

LEGISLATED (OR ADMINISTERED) CHANGE: a change strategy, which assumes that an innovation can be effectively diffused through legislative or administrative fiat; i.e., if the leadership is convinced that an innovation will be successful and beneficial, they may feel that they can--and should--decide that all users under their control shall receive it (e.g., automobile safety devices and public school desegregation guidelines).

LINKAGE: various types of interpersonal and intergroup connectedness are necessary for successful innovation. Among these are *linkage to resource; linkage between the school system and its greater community*, which serves to keep the goals of the schools responsive to the needs of the surrounding environment, and vice versa; and *linkage* among *the subparts of the system* brought about by communication among colleagues as they proceed to try out and to adopt an innovation.

MASS MEDIA DISSEMINATION: the dissemination of new ideas through television, radio, and the popular press. It is usually most effective (a) for reaching *opinion leaders* who are media-oriented, (b) for creating *awareness* of new ideas, (c) for conveying *simple* ideas, and (d) for disseminating in *crisis* situations. Effective utilization usually requires that mass media be combined with other approaches.

MULTIPLE MEDIA APPROACHES: effective innovation strategies, as well as effective advertising campaigns, employ a variety of media to reach potential users (e.g., newspapers, pamphlets, TV, radio, demonstrations, free samples, etc.). Researchers have verified that different kinds of media are optimally effective at different stages in the adoption process (i.e., awareness, interest, trial, evaluation, adoption). A successful strategy of media use would synchronize different media with the progressive stages of user involvement.

NETWORK BUILDING: a complex strategy which results from the use and enhancement of informal social relationships in a client system by a change agent. Through informal personal contact the support of opinion leaders in the system is enlisted in the first phase of network building. Demonstrations and other forms of group meetings are emphasized in the diffusion program. A network, once established for one innovation may provide a speedy and effective medium for the diffusion of many other related innovation.

OPINION LEADERSHIP UTILIZATION: it has often been asserted that if opinion leaders can be influenced then the rest of the social system will follow. Since there are many variables that determine the effectiveness of this approach, it should be used with caution. For example, it is predicated on the assumption that opinion leaders do exist for a given innovation, that they can be identified, and that they can be persuaded earlier than most of their followers.

OVERLAPPING GROUPS: the free flow of new ideas between groups is greatly facilitated if some members have dual memberships and act as "link-pins", passing information back and forth between systems.

PACKAGING FOR DIFFUSION: clear, attractive and effective labelling, printing and formating of the innovation can add a richness and a potential power for future adoption.

PRESTIGE SUGGESTION: identifying use of the innovation with leaders and other well-known personalities on the assumption that these individuals have true opinion leadership. Effects of the type of influence-by-association are probably very temporary and limited. The high prestige source must be seen as a very salient leader to the user's reference group, must be seen as having legitimate expertise relevant to the innovation, or both.

PROBLEM SOLVING: a term used widely and loosely to describe various activities which represent a step-by-step, or systematic, or rational approach to filling human needs. It usually includes distinct phases of problem definition or diagnosis, setting and prioritizing of objectives, search for and selection of solutions, and try-out of solutions with evaluation of the try-out.

PRODUCT DEVELOPMENT: according to the R and D model of planned change, ideas and prototypes of an innovation can be systematically evaluated, adapted, and packaged so that when it finally reaches the user all problems have been anticipated and corrected--and the innovation is guaranteed against even the most fumbling and incompetent adopter. Most currently available educational "innovations" have <u>not</u> resulted from such a comprehensive R&D process. Therefore, it is not safe to assume that an innovation is "user proof" in this sense unless ample evidence to this effect is provided.

R&D UNIT: a new organizational sub-unit established with the specific mission of doing research and development for the local system so that it can be continuously innovative. Installation of an "R&D" unit is one tactic that can be used to help bring about organizational self-renewal.

R,D,&D (RESEARCH, DEVELOPMENT AND DISSEMINATION): the most complex and systematic of all strategies for innovation, it assumes that very large investment in resources, coordinated and directed to specified important social objectives will pay off in the long run in very high quality innovations which will be useful and relevant to a large range of users. Sometimes "adoption" is added as a separate and distinct phase ("R,D, D & A"), giving emphasis to the need for sophisticated understanding of the user's role, his attitudes and behavior.

REFLECTION: many change agents and consultants are able to help clients by restating the clients' problems. By listening to his own words and actions "reflected" back to him by the change agent, the client can begin to move toward serious self-examination and self-diagnosis. Reflection is a very active form of listening in which the change agent must feel and express genuine concern and genuine willingness to understand the client. Although initial reactions to a "reflection" procedure may be confused or hostile, the client eventually begins to recognize that he contains the best answers to most questions within himself.

RESEARCH EVALUATION: in lieu of using an 'experimental demonstration' with its potential bias one may perform a careful documentation and evaluation over time to measure the success or failure of the innovation. Some clients will only be persuaded by scientific evidence that the innovation has succeeded in their own setting. Continuing research evaluation is an important aspect of an R,D&D strategy

ROLE PLAYING: acting out roles of other members of a system in "simulations" of real situations. This is an effective method for gaining understanding of ourselves as others see us and for modeling various aspects of problem solving and innovating prior to behavioral commitment. Role playing of the client by the change agent and the change agent by the client may help in the creation of greater trust and understanding of their respective roles. The variants of role playing now in currency are enormous; it has been used successfully as a learning tool in virtually every type of client system in introducing and training for a variety of innovations and change programs.

ROTATION OF ROLES: like role playing, the actual assumption of other roles on a temporary basis facilitates mutual understanding and gives the person a better understanding of how the organization works as a total inter-related system.

SENSITIVITY TRAINING GROUP ("T-GROUP"): most variants of human relations training include an extended series of more-or-less unstructured group sessions which give members a chance to examine group dynamics in the "here-and-now". Such groups are designed to build sensitivity to others and to the way others react to oneself. Members learn how to establish norms of trust and openness to giving and receiving new ideas. The T-Group is an essential ingredient of laboratory training and many organizational self-renewal programs.

SUCCESSIVE APPROXIMATION: through a series of evaluations and contingent redesigns an innovation can gradually be shaped into a more useable product

SURVEY FEEDBACK: involves a systematic collection of data from the members of an organization on such questions as job satisfaction, supervisory behavior, work motivations, etc. This data is summarized and fed back to administrators and their subordinates as a means of confronting real perceptions and performance. This process helps to unfreeze the organization by revealing real but heretofore unspoken conflicts and problems. The client system is then able to generate an accurate self-diagnosis and specific remedial actions, with consultative help from social scientist change-agents.

SYSTEM SELF-RENEWAL: refers to the development of an atmosphere favorable to continuing innovation and an internal capacity for problem-solving through the collaboration of an 'inside-outside' team in the training of various "process" skills.

SYSTEMS ANALYSIS: usually refers to a systematic strategy of innovation which begins with the careful construction of an optimum but detailed *ideal model* of the problem area. Comparison of this ideal model with current operational reality highlights various shortcomings and focal points for change effort. The problem foci are then systematically tackled on a priority basis so that steady progress is made in approaching the ideal.

TEMPORARY SYSTEMS: the general descriptor "temporary system" can be applied to any of a number of non-permanent designs which are employed to introduce an innovation to participants. Workshops, retreats, conferences, etc. are temporary systems. Their participants may be part of a more permanent system, but there is usually at least a partial mix of new and familiar. Also, temporary systems frequently occur in a setting distinct from the normal daily environment of its members. Temporary systems may initiate long lasting friendships and associations (linkages) which in turn may lead to the formation of new permanent systems.

TRAINING: the change agent may be required to actually show the user how to implement an innovation by increasing his skills through workshops, internships and inservice training. The mere awareness of an innovation is, in many cases, not sufficient for its actual installation.

TRANSLATION: in order that potential users understand fully the innovation and its theoretical basis, the change agent may often be required to translate such information into language familiar to his client.

USER NEED SURVEYS: systematic collection of information on the needs of the client system on the assumption that such "diagnostic" data will be used in problem solving or in the design and development of useful innovations.

HOW TO BE A PROCESS HELPER

Understanding that all three change agent roles are important and partly interrelated, we will focus our concern in the Guide on the process helper. Figure 3 illustrates a six stage model which we will use throughout this book in describing his activities.

FIGURE 3: Change Agent as Process Helper: How the Guide is Organized